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THE CHRONICLE
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News Summary

Articles on inside pages

Television and film ignored Vietnam until the later years of the war, scholars say. Story on Page 5.

The House of Representatives voted to override the President's veto of a bill reauthorizing the National Institutes of Health. The Senate was expected to follow suit. Story on Page 11.

The large foundations have cleared up past abuses but are still "afflicted with mediocrity," says a leading critic. Story on Page 21.

The safety of the new automated office equipment is an increasing concern of clerical workers on many campuses. Story on Page 23.

"Professional service" should count for more than it now does in evaluating faculty members, says a recent report. Story on Page 23.

Black students on predominantly white campuses often begin to accept a secondary status, according to the author of a new book. Story on Page 27.

Only a handful of the 110 proposed rule changes that N.C.A.A. members will consider at their annual meeting are likely to generate controversy. Story on Page 29.

Two recent court rulings have aroused new debate over whether a federal anti-sex-bias law applies to college athletics. Story on Page 29.

The biennial conference of Unesco was marked by little open controversy over previously contentious issues. Story on Page 33.

The South African government has banned an anti-apartheid academic conference at the University of Cape Town. Story on Page 33.

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Iowa's Political and Education Leaders in Bitter Debate over Colleges' Plight

By SCOTT JASCHIK

DES MOINES

About the only thing Iowa's higher-education and political leaders agree on is that the state's colleges and universities are in trouble.

The Iowa economy, like that of other farm-belt states, has been deteriorating for five years, and higher education has suffered along with other state activities.

But while university officials and government leaders may share an understanding of the problems brought about by the downturn in the state's agricultural economy, they've reached no consensus about how to help higher education.

Instead, a bitter debate goes on about where the blame lies for the present problems and what should be done to solve them. Major areas of disagreement include the role of the Board of Regents, plans to alter the governance of the community colleges, and the budgeting process at the three universities.

In the meantime, the effects of the eco-

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PHOTOGRAPH FOR THE CHRONICLE BY JIM HEEMSTRA

Arthur A. Neu, Iowa regent who was not reappointed by the governor: "You could have Jesus Christ on the board and it wouldn't help now."

Texas Celebration Is Tinged with Fear Johnson's Legacy May Be Dissipated

By CHERYL M. FIELDS

SAN MARCOS, TEX.

Perhaps nothing could better illustrate the difference between the political atmosphere of Washington 20 years ago and that of today than a glass case in an exhibit of documents and memorabilia at Southwest Texas State University here.

The exhibit was mounted to commemorate the late President Lyndon B. Johnson's signing of the Higher Education Act on the campus of his alma mater on November 8, 1965.

In the case are small plaques, each with the title of a piece of education, health, or other social legislation President Johnson signed during the five years of his Presidency. Above each plaque is a pen he used in signing the act.

There are 60 plaques.

The first one notes the signing of the Higher Education Facilities Act on December 16, 1963, less than a month after Mr. Johnson assumed office following the assassination of President John F. Kennedy.

The last one notes the Manpower Development and Training Act Amendments, signed on October 24, 1968, shortly before

Continued on Page 12, Column 1

Pentagon Fails to Tell Scientists of Research Shift

It quietly switches some of their funding to 'Star Wars'

By KIM McDONALD

WASHINGTON

Without their knowledge, the work of some university scientists who conduct basic research or do consulting for the Pentagon is being financed by President Reagan's research program for a missile-defense system based in space.

Pentagon spokesmen confirmed last week that some scientists who signed research contracts with military agencies such as the Office of Naval Research were actually being supported by the Strategic Defense Initiative Organization, which is responsible for developing the controversial system, which is known popularly as "Star Wars."

While some university scientists said they were not concerned by switches in the sources of support within the department, the revelation angered others who had pledged, for political or scientific reasons, not to accept funds from the Star Wars program.

More than 2,000 university researchers, most of them physicists, have signed such pledges, saying they object to the proposed missile-defense system because it would increase the militarization of space, divert

Continued on Page 8, Column 1

Hughes Institute to Remain a Research Organization

The Howard Hughes Medical Institute, which will soon be the world's wealthiest research organization, has rejected a plan under which it would have become a grant-making foundation. See story on Page 21.

Gophers, Bulldogs, and Gators Taste Pretty Much the Same in Popular Bars

By THOMAS J. MEYER

What does a Gopher taste like?

Truth be told, it's not a whole lot different from a Bulldog. And even to the seasoned palate, a Gator's got about the same zing.

"They're all pretty much the same," George Manus says of the products marketed by his company, University Foods.

Mr. Manus and his brother, Rick, started selling their goods—chocolate candy bars named for university mascots—just a year ago. Already they have extended their toothsome menagerie to 38 institutions, mostly large universities in the Midwest.

The Manuses started with just two offerings—the University of Michigan Wolverine bar and the Michigan State University Spartan bar. But in just 12 months, the Manuses have cooked up a full menu of treats.

At campus bookstores and stadium concession stands throughout the land, products like the Cornhusker bar, the Cougar bar, the Boilermaker bar, and the Gamecock bar are making the Manuses' enterprise a saccharine success story.

Who's No. 1? A Whole New Meaning

But the men who run University Foods are hoping to do more than collect their just desserts. By issuing occasional top-10 rankings, they are trying to whip up a little competition.

The University of Alabama, currently leading in bar sales, is already tasting victory. But the University of Florida, with its Gator bar, is slowly eating away at Alabama's record.

"This might give a whole new meaning to who's No. 1," says George Manus.

Even though not every university can claim victory in this intercollegiate contest, no one will go away hungry, he adds. Each institution that gives the company permission to use its name and logo gets a bite of the profits—about 7 per cent of the money from each sale. The price of the bars isn't hard to swallow: They retail for 35 or 40 cents each.

To sweeten the competition, the Manuses are adding another ingredient. If they market the bars at more than one institution within the same state, they vary the recipe slightly.

Michigan's Wolverine bar, for instance, is made with vanilla nougat, while the rival Spartan bar uses cocoa nougat.

"We did make them a little different, just for the rivalry aspect," says George Manus. "So there's a little pride. Everyone can feel like they have their own bar."

again because the college couldn't afford to place it elsewhere.

High Radiation Level Found at 2 Colorado School Sites

A classroom and a professor's office in a Colorado School of Mines engineering building have been closed, following a determination by the Colorado Department of Health that radiation levels were five to ten times as high as normal in the two locations.

Officials at the school had asked the health department to survey the building because, in the early 20th century, it temporarily housed a U.S. Bureau of Mines laboratory that used radioactive uranium.

The health department found two "hot spots"—each about one square foot in size—and is continuing a detailed review of the entire building.

Brandeis Senate Refuses to End Newspaper's Support

Overriding a student-body referendum, the student senate at Brandeis University has voted to continue financing a publication that printed articles critical of Israel.

By a vote of 19 to 2, the senate decided, however, to reduce its support to the *Watch* by about 30 per cent and to appoint an advisory committee. Last year the *Watch* received $10,500 from the student-publications board.

Earlier, 55 per cent of those voting in a referendum urged the senate to cut off support for the publication. The controversy began in October when the *Watch* printed two articles that some students regarded as anti-Semitic and hostile to Israel.

Eastern Wash. President Loses Confidence Vote

Faculty members at Eastern Washington University have overwhelmingly voted no confidence in President H. George Frederickson. Of 367 faculty members at the university, 210 voted to ask Mr. Frederickson to resign by January.

Spurred by charges at the university and in the state legislature that Mr. Frederickson was spending too much on athletics, the faculty senate last summer called for the referendum.

Mr. Frederickson noted that the vote was not binding and added, "I have no intention of resigning." He said he had already taken steps to improve relations with faculty members, "and the situation is far better than it was weeks or months ago."

After the senate proposed the referendum, the university's trustees strongly endorsed the president.

Oral Roberts U. Law School Given to CBN University

Oral Roberts University will give its 145-student Coburn Law School to CBN University next fall, the presidents of the two institutions have announced.

CBN University, which is located in Virginia Beach, Va., enrolls only graduate students. It was founded in 1977 by the evangelist Pat Robertson, host of the television show "The 700 Club." Oral Roberts University, in Tulsa, Okla., is named for its founder and president, who is also a television evangelist.

A spokesman for Oral Roberts University said Mr. Roberts "believes that his dream and goals for the law school could be better achieved in CBN's graduate-school environment." The law school, with its 190,000-volume library, is valued at $10-million.

The spokesman said the law students had been invited to transfer to CBN, and that the applications of faculty members who wanted to move to CBN would be considered individually.

Cal. State System Abandons 'Gender Specific' Motto

The official Latin motto of the California State University system—*Vir Veritas Vox*—was changed last week because the word *vir* is considered "gender specific," according to a spokesman for the board of trustees.

The old motto, generally translated as "Man, Truth, Voice," was replaced with *Vita Veritas Vox*, which means "Life, Truth, Voice."

Chancellor W. Ann Reynolds proposed the change, and the senate suggested the alternative after consulting Latin scholars and after two years of debate over what the new motto should be.

Stanford U. Police Cited for Arrest Techniques

President Donald Kennedy of Stanford University has found that campus police used "inappropriate techniques" in arresting nine students last month during a protest over investments in South Africa.

He cited a report to him by John Kaplan, a professor of law, that said police officers had used painful holds on the students, which were "wrong and unjustifiable."

The report recommended no disciplinary action against the arresting officers and none will be taken, Mr. Kennedy said.

Union Wins One, Loses One at Northern Illinois U.

Administrative and technical workers at Northern Illinois University selected the American Federation of State, County, and Municipal Employees (AFL-CIO) as their collective-bargaining agent in elections held last week, while clerical and secretarial workers rejected representation by the union.

The administrative and technical workers voted 40 to 38 for the union. The clerical and secretarial employees voted 253 to 218 for no agent.

Corrections

► In a table on state appropriations (*The Chronicle*, October 30), the increase in aid to Eastern Connecticut State University from 1983-84 to 1985-86 was incorrect. The figure should be 22 per cent.

► An article about new ways to use tests (*The Chronicle*, November 13) misidentified William C. Ward of the Educational Testing Service. He is director of measurement technology research at the ETS.

From English Lessons to T-Shirt Stitching, College Tries to Aid Unique Asian Refugees

By GAYNELLE EVANS

DIXON, ILL.

Nine students, all between the ages of 40 and 60, hold their pencils poised over lists of words.

"City," says their teacher. After a pause, a chorus of heavily accented voices repeats slowly, "City, City, City." Some pencils touch the lists.

"Chicago is a city," the teacher says. Students bow their heads, locate the word "city" on their lists, and circle it.

This is one of several basic English-language courses conducted for Hmong refugees as part of the Indochinese Project at Sauk Valley College here. The project was established following the arrival of nearly 300 Hmong immigrants in Dixon in January 1980.

The Hmong—pronounced *mung*—are Laotian mountain people who fought against the North Vietnamese during the Vietnam War. Most of those who came to Dixon were brought here by local church groups.

"We were literally taking people who had just gotten off the boat and putting them in school," says John L. Sagmoe, dean of student services for the college. "Think of the adjustment—for them and for us."

Initially, the college and the area's churches enlisted volunteers to help the refugees with their basic needs and to teach them survival skills, such as where to go to buy food, diapers, or medicine. "We had an informal partnership with the churches," says Hal Garner, Sauk Valley's president. "Our counselors helped with the refugees' social and family needs, as well as their educational needs. There was no neat separation of responsibilities."

By the summer of 1980, the college had received $128,500 from the Northwest Illinois Educational Cooperative to pay for the employment, instructional, and cultural-adjustment services provided by the Indochinese Project, which, although the majority of its participants are Hmong, includes Indochinese from other Southeast Asian countries, as well.

That fall, approximately 200 Hmong enrolled in courses that included basic reading, math, English, and some occupational training. "Our goal then was to help them to become self-sufficient, full-fledged citizens who are active in the community," says Mr. Garner.

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Unlike the Vietnamese and unlike even Laotian refugees from the country's meadowlands and valleys, the mountain-born Hmong have no written language. In Laos, many had supported their families by farming or working as unskilled laborers.

Many of the Vietnamese who came to the United States were doctors and professional people, recalls Carol N. Lovekin, director of client services for the project. "They have integrated into this society much more easily. Many of the Hmong were illiterate."

The Indochinese Project has been successful in helping the majority of its Vietnamese and Laotian participants learn enough English to enter college or to learn a trade that will help them find jobs, but progress has been much slower for the Hmong—especially those age 40 and older.

STERLING GAZETTE

Nyia Yang, who counsels other refugees: "If I can make this company profitable, I can create jobs for at least 20 people."

Consequently, the number of Hmong has remained relatively constant since the Indochinese Project began, although some of the other Indochinese have left to look for employment in other parts of the country, because this area's unemployment has risen steadily.

"The thrust of our program is to keep them off public aid, but with factories closing down, it gets harder and harder," says Ms. Lovekin.

State financing of the project has dropped to approximately $60,000. "We've learned to operate on a shoestring," she says. "And we are seeing some results."

Many of the Indochinese, including many of the Hmong, have recognized the value of the new skills that they are learning and are beginning to comprehend what it takes to succeed in the United States.

But many of the Hmong have not yet learned how the system works, says Nyia Yang, who is a bilingual counselor for the Indochinese Project and himself a Hmong refugee. "But they have learned that if they put in their own initiative, then help might come."

Under Mr. Yang's direction, members of 20 Hmong families have combined their own initiative with the skills acquired through the Sauk Valley classes to ease their participation in another of the college's programs, the New Business Development Incubator. Their company, Souv Inc., which manufactures T-shirts, was founded by Mr. Yang and financed with money from his own and 20 other Hmong families.

"In their classes they learn to speak the language and to count," says Mr. Yang. "Those things are invaluable here."

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The buzzing of industrial sewing machines rips through the air as 12 Hmong refugees work, stitching together various parts of T-shirts, to meet the deadline for a recent Souv order for 200 shirts.

Five or six older Hmong stand at a nearby table, slowly but steadily counting and folding the completed shirts.

"We hope to have 20 people for our 20 machines someday," says Mr. Yang, who is president and manager of the company. "But now there are only 14 people on the payroll. Some of the others come to volunteer help, hoping to work here in the future."

But the orders have been slow in coming, and Mr. Yang uses only the minimum number of workers needed to finish each order. While Sauk Valley faculty members provide marketing and management guidance, Mr. Yang and his wife, Ka, handle the company's daily operations.

Mr. and Mrs. Yang were the first Hmong couple to settle in this small, rural town, located less than 100 miles from Chicago. They are considered spokesmen for the ethnic group—often acting as translators or intermediaries. "These people moved to this city because of me and my wife and the Indochinese Project," he says. "My wife and I can get jobs because we know English better, but we came here to create jobs for people."

Mr. Yang says he quit a job as a machinist making $25,000 a year to work as a paid counselor for the college. But he is not paid for his role at Souv. "If I can make this company profitable, I can create jobs for at least 20 people," says Mr. Yang.

To stay in business, he says, Souv needs more T-shirt orders and more operating capital. The company's board of directors and managers will apply for a $250,000 Small Business Administration loan to supply the extra capital. They also plan to seek contracts to make T-shirts for the U.S. government. But to qualify for both federal money and contracts, Mr. Yang says, 51 per cent of the company's directors must first become U.S. citizens.

Although none of the Hmong working in the Souv factory have yet obtained their citizenship, Sauk Valley's Indochinese Project will give them the opportunity to try, says Ms. Lovekin, the project's client-services director.

As the workers sew and fold the shirts, a taped voice is piped over the factory's public-address system, preparing them for their interviews with the U.S. Immigration and Naturalization Service. "Who was the first President of the United States?" the voice asks anyone who cares to listen. The tape was prepared by Ms. Lovekin.

"If we don't get the loan, we will have to call in workers as we need them and things will go slow, like now," says Mr. Yang. The majority of the people at work in the factory represent families in which some members are receiving state financial assistance, he says.

"If they are working," says Mr. Yang, "then they are spending money—putting money into the economy, not taking from it."

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News Summary

[illegible]

Is the law simply a collection of rules, or is it based on moral principles? A legal scholar debates the issue. Story on Page 7.

The refusal of a Bible college to seek regional accreditation has prompted the Missouri Legislature to change the law on teacher certification. Story on Page 17.

Developing institutionwide policies for faculty hiring would give colleges more flexibility in staffing, a new report says. Story on Page 25.

Undergraduate courses in philanthropy are part of a new program supported by the American Association of Fund Raising Counsel. Story on Page 32.

University librarians are told they must become strong advocates for campus libraries or see them disappear. Story on Page 30.

Rhodes College students have the time of their lives staging *The Life and Times of Nicholas Nickleby*. Story on Page 33.

Ten per cent of the nation's college students may have chlamydia, a sexually transmitted disease. Story on Page 33.

Academic advisers for athletes, under pressure from coaches, want job security and more clout. Story on Page 37.

A violation of N.C.A.A. rules brings back painful memories at the University of Alaska at Anchorage. Story on Page 37.

The French education minister moves to increase the number of high-school graduates who go to college. Story on Page 45.

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Presidents Enlist Faculty in Effort to Ease Finances

Professors asked to upgrade programs, encourage students

By JEAN EVANGELAUF

College presidents are striving this year to enlist their faculty and staff members in campuswide efforts to stem financial problems and maintain enrollment, according to a survey by *The Chronicle*.

The presidents who responded to the nationwide poll said they were asking faculty members to upgrade academic programs, shape them to the needs of the community, and encourage more students to stay in college.

They are asking staff members to operate their departments more efficiently and hold the line on expenditures.

For their part, the presidents are devoting more time to fund-raising and strengthening their colleges' ties with alumni, business, and the community.

Raising Money a Big Concern

Money is the biggest worry among college presidents, with 38 per cent citing it as their "greatest challenge" this academic year.

To strengthen campus finances, the presidents are paying closer attention to management and long-range planning and enlarging the staffs of their development offices—in addition to spending more of their own time raising money.

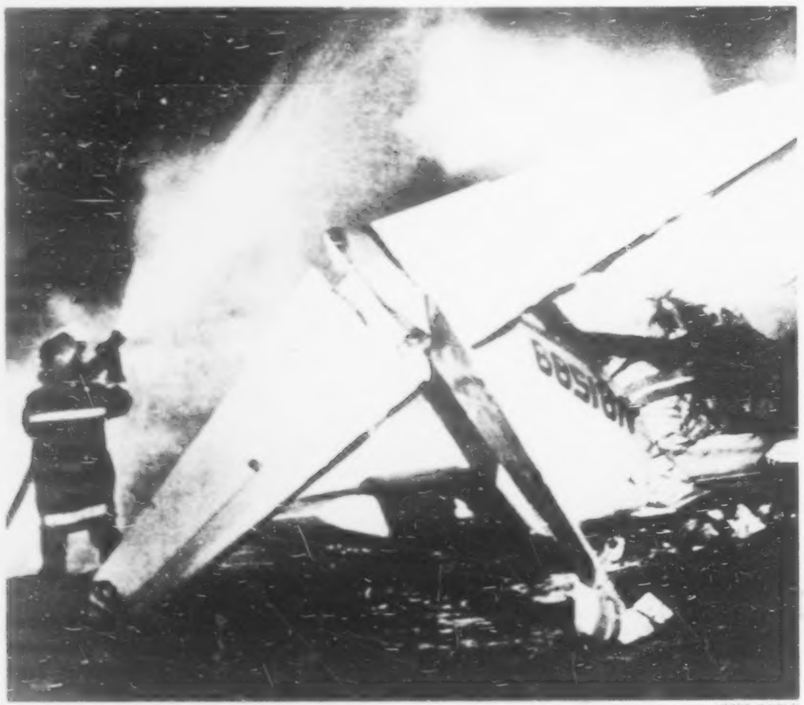
About half of them said that tending to financial affairs had demanded more attention than usual last year, and two-thirds said they they were doing more fund-raising.

Despite those efforts, fewer than half of the presidents of public colleges and universities—some 45 per cent—anticipate improvements in finances over the next five years. Some 29 per cent expect declines.

In contrast, 58 per cent of the private-college presidents are optimistic about finances, and only 6 per cent anticipate that

Continued on Page 41, Column 1

CRASH KILLS IOWA STATE RUNNERS AND COACHES



WIDE WORLD

A firefighter hoses down wreckage of an Iowa State U. airplane that crashed while flying the women's cross-country team back from a meet. Story on Page 40.

Seeking to Compete in World Economy, States Back International Education

By SCOTT JASCHIK

International education is getting more and more attention from state politicians and higher-education leaders as states place more emphasis on attracting foreign capital and marketing their products abroad.

The states see more and more of their industries becoming involved in international business. "They want their students to have a broader perspective," said Blanche Anderson, director of international programs for the American Association of State Colleges and Universities.

Ralph H. Smuckler, president-elect of Administrators of International Education Programs, said the increased state interest in international education reflected a change in the way Americans think about the economy.

"In the past people worried about the whole country's position abroad; now they worry about their own state's being internationally competitive," said Mr. Smuckler, who is dean of international studies

Continued on Page 18, Column 1

Colleges Would Be Harmed by Tax Bill, Observers Say

A House panel has drafted a tax bill that would limit gifts, restrict bonds, and force many colleges to alter pension plans. See Page 17.

The Last Weeks of an AIDS Sufferer at Berkeley: a Friend Remembers

By LAWRENCE BIEMILLER

BERKELEY, CAL.

In the last weeks before Paul's death, he insisted to Terry Weisser that horses were running loose in the bathroom of their home.

Terry remembers the hallucinatory horses with some fondness—they brought a touch of lightheartedness to his lover's days and to his own. Bedridden and in diapers, Paul was suffering progressive brain damage during the final stage of his 15-month-long bout with AIDS. He was 27.

By then, he had fought off a variety of AIDS-related ailments, including three attacks of pneumonia, and both he and Terry had dropped out of classes at the University of California's campus here—Paul because his declining health prevented him from attending class, Terry because he had decided that Paul should spend his last days at home, rather than in a hospital, and at that point Paul needed round-the-clock care.

Now, eight months after Paul's death, Terry has returned to class, seeking to complete undergraduate work that was interrupted first by a career as a restaurant manager and then by Paul's illness. He has also volunteered to serve as a public speaker in the university's AIDS-education campaign, answering questions from students, faculty members, and others on the campus who are worried about the disease and telling—against the wishes of Paul's family—both Paul's story and his own.

"His father said to me after the funeral, 'Now, don't go talking to the press,'" says Terry, who has himself experienced some minor symptoms that his doctor says may be AIDS-related. "But there's an enormous amount of negativity and fear. That needs to be balanced. I want to talk to as many people as I can."

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Terry is 31. He was raised on a farm in Minnesota, but was attracted to northern California by its reputation as a mecca for homosexuals—he has lived with male lov-

Continued on Page 34, Column 1

U.S. Picks 10 Universities to Run Education Research Centers

WASHINGTON

Education Secretary William J. Bennett announced last week the names of 10 universities that have been selected to operate educational research and development centers.

The department will provide up to $54.5-million over five years to finance the centers. Each center will conduct research on a specific concern in education, such as the teaching of writing, and distribute the results of its research to educators and policy makers.

Department officials originally planned to select an additional university to run a center that would conduct research on the quality and effectiveness of the nation's teachers, but they said none of the applications they received had been satisfactory.

Chester E. Finn, Jr., Assistant Secretary for education research and improvement, said the money that Congress had allocated for the operation of that center would be used to conduct various kinds of research on the teacher quality. Eventually, he said, the department might sponsor another competition for a research center on teacher quality, but such a decision will not be made until next year.

The lack of a center on teacher quality might upset some lawmakers, Congressional aides said, but since Congress was on its Thanksgiving recess last week, there was little reaction by lawmakers to the department's announcement.

Closely Watched Competition

Last week's announcement came after an elaborate competition process, which had been closely watched by education researchers. Many researchers had pressed the department to change its procedures for reviewing grant proposals in the aftermath of a controversial award that was made for a center on the use of technology in education.

Allegations of political favoritism were leveled after Manuel J. Justiz, then director of the National Institute of Education, overrode the decision of a panel of technical advisers and awarded a grant for the center to Harvard University.

The General Accounting Office, Congress's investigative unit, later found that Mr. Justiz had acted within his authority by making the award to Harvard instead of to Bank Street College, which had been favored by the technical advisers.

In an effort to quell the controversy, the department developed a complex peer-review system involving more than 100 people.

Education researchers said last week they were generally pleased with the way the department had used its new peer-review system to make the awards for the centers.

More than 100 institutions submitted proposals for the research-center grants. The department awarded 36 of them "planning grants" earlier this year as a way to make certain that institutions which already operated centers wouldn't have an unfair advantage over new competitors.

Few of the institutions that have been long-time recipients of federal aid to operate research centers won this year's competition.

"It's common knowledge that the existing centers are of uneven quality," Mr. Finn said last week.

Starting this Month

Education Department officials said most of the institutions selected planned to operate their centers in cooperation with other institutions and researchers.

The centers will begin operating later this month.

Institutions that are not judged to have performed their duties satisfactorily may not receive the full amount that the department plans to provide, officials said.

Some cutbacks also might be necessary if Congress reduces appropriations for education-research projects, they added.

Following are the institutions receiving grants, the centers they will operate, and the maximum amount the department plans to provide over five years:

Columbia University Teachers' College—Center on Education and Employment, $4-million.

Johns Hopkins University—Center on Effective Elementary Schools, $5.5-million.

Michigan State University—Center for Teacher Education, $6-million.

Rutgers University—Center on State and Local Policy Development and Leadership in Education, $6.5-million.

University of California at Berkeley—Center for the Study of Writing, $4-million.

University of California at Los Angeles—Center on Student Testing, Evaluation, and Standards, $5-million.

University of Maryland at College Park—Center on Postsecondary Management and Governance, $6.5-million.

University of Michigan—Center on Postsecondary Teaching and Learning, $5-million.

University of Pittsburgh—Center for the Study of Learning, $6.5-million.

University of Wisconsin at Madison—Center on Effective Secondary Schools, $5.5-million.

The department rejected the proposals of the following institutions that had sought to continue running research centers:

Stanford University—Institute for Research on Educational Finance Governance.

National Center for Higher Education Management Systems, Boulder, Colo.

National Center for Research in Vocational Education, Columbus, Ohio.

University of Oregon—Center for Educational Policy and Management.

University of Texas—Research and Development Center for Teacher Education.

STACY E. PALMER

FACT-FILE

How Higher Education Would Fare Under Budget Compromise

In the Department of Education

	Fiscal 1985 Estimated	Fiscal 1986 Requested	Fiscal 1986 Compromise
Student assistance			
Pell Grants	[illegible]	[illegible]	[illegible]
Supplemental Grants	412 500 000	0	412 500 000
College Work-Study	592 500 000	850 000 000	592 500 000
State Student Incentive Grants	76 000 000	0	76 000 000
National Direct Student Loans	[illegible]	8 000 000	218 000 000
Guaranteed Student Loans	[illegible]	714 482 000	3 800 000 000
Graduate support			
Graduate and professional opportunities	[illegible]	0	[illegible]
Public-service fellowships	[illegible]	0	[illegible]
National graduate fellowships	[illegible]	0	[illegible]
Institutional assistance			
International education	[illegible]	0	[illegible]
Cooperative education	14 400 000	0	14 400 000
Veterans' Cost of Instruction	[illegible]	0	[illegible]
Interest subsidies for facilities	[illegible]	[illegible]	23 500 000
Facilities construction grants	[illegible]	0	[illegible]
[illegible] and insurance	14 098 000	13 896 000	13 896 000
Law School Clinical Experience	[illegible]	0	1 000 000
Aid to Disadvantaged			
Developing institutions	141 208 000	141 208 000	141 208 000
College-aid migrant programs	[illegible]	0	1 200 000
Minority Institutions Science Improvement	5 000 000	5 000 000	0*
Programs for disadvantaged students	174 940 000	83 470 000	176 370 000
Legal Training for the Disadvantaged	[illegible]	0	1 500 000

	Fiscal 1985 Estimated	Fiscal 1986 Requested	Fiscal 1986 Compromise
Women's educational equity	$ 6 000 000	$ 0	$ 6 000 000
Science and math education	100 000 000	100 000 000	50 000 000
Vocational education	831 314 000	731 314 000	838 814 000
Adult education	101 963 000	100 000 000	101 963 000
Bilingual education			
Training grants	33 566 000	24 000 000	33 566 000
Bilingual vocational training	3 686 000	3 686 000	3 686 000
Office for Civil Rights	44 580 000	42 938 000	44 580 000
Library resources			
Research libraries	6 000 000	0	6 000 000
Training and demonstration	1 000 000	0	1 000 000
Education research and statistics			
National Institute of Education	51 231 000	51 231 000	51 231 000
Center for Statistics	8 147 000	8 147 000	8 147 000
Fund for the Improvement of Postsecondary Education	12 710 000	0	12 710 000
Education for the handicapped			
Vocational and postsecondary programs	5 300 000	5 300 000	5 500 000
Research and development	16 000 000	16 000 000	17 000 000
Personnel development	61 000 000	50 000 000	64 000 000
Rehabilitation training	22 000 000	15 000 000	27 000 000
National Institute of Handicapped Research	39 000 000	39 000 000	44 000 000

In the Department of Health and Human Services

	Fiscal 1985 Estimated	Fiscal 1986 Requested	Fiscal 1986 Compromise
National Institutes of Health			
Cancer Institute	$1 197 671 000	$1 131 479 000	$1 258 159 000
Heart, Lung, and Blood Institute	804 996 000	774 147 000	859 572 000
Institute of Dental Research	100 936 000	94 678 000	103 377 000
Institute of Arthritis, Diabetes and Digestive Diseases	539 526 000	521 616 000	569 597 000
Institute of Neurological Disorders and Stroke	395 659 000	375 515 000	433 595 000
Institute of Allergy and Infectious Diseases	368 342 000	358 813 000	383 717 000
Institute of General Medical Sciences	482 817 000	458 854 000	514 814 000
Institute of Child Health and Human Development	310 395 000	294 282 000	321 972 000
Eye Institute	178 499 000	161 669 000	195 168 000
Institute of Environmental Health	193 790 000	183 679 000	197 686 000
Institute on Aging	144 785 000	135 376 000	156 592 000
Research resources	305 654 000	263 224 000	305 696 000
International Center	11 529 000	11 464 000	11 568 000
Library of Medicine	54 762 000	54 124 000	57 956 000
Total N.I.H.	5 148 222 000	4 860 511 000	5 501 454 000
Health research and training			
Mental-health research	193 342 000	191 178 000	214 000 000
Mental-health clinical training	22 000 000	0	20 000 000
Mental-health research training	18 000 000	18 000 000	18 000 000
Drug-abuse research	$64 320 000	$68 760 000	$74 000 000

	Fiscal 1985 Estimated	Fiscal 1986 Requested	Fiscal 1986 Compromise
Health research and training—Continued			
Drug-abuse research training	$1 500 000	$1 500 000	$1 500 000
Alcoholism research	48 509 000	52 787 000	57 000 000
Alcoholism research training	1 500 000	1 500 000	1 500 000
Centers for Disease Control			
Occupational safety and health research	57 413 000	58 923 000	58 923 000
Occupational safety and health training	8 760 000	0	6 760 000
Health services research	17 509 000	17 452 000	17 492 000
Medicare research and demonstration	34 000 000	22 000 000	31 000 000
Health professions education			
Student assistance			
Exceptional need scholarships	7 000 000	0	7 000 000
National Health Service Corps	45 726 000	45 793 000	63 500 000
National Health Service Corps scholarships	2 300 000	0	2 300 000
Aid to disadvantaged students	24 000 000	0	25 500 000
Institutional assistance			
Nurse training	59 600 000	0	61 900 000
Center for nursing research	5 000 000	0	0
Public health	11 600 000	0	12 100 000
Primary-care and family-medicine training	66 700 000	0	66 300 000
Guaranteed loans for medical facilities	26 500 000	25 000 000	25 000 000
Area health education centers	18 000 000	0	18 000 000

* Appropriations deferred because legislation had not been passed to extend the program

Presidents Enlist Faculty to Ease Finances

Continued from Page 1

financial conditions will deteriorate.

Presidents are tackling the problem of enrollment by improving their course offerings and marketing them more aggressively. Among the strategies of the 27 per cent who cited enrollment as their biggest challenge:

► "Change our mission to recognize the adult learner, and establish centers of excellence to accent our top programs."

► "Focus on the reasons for attrition. Make sure the entire campus 'owns' the problem."

► "Increase financial aid."

► "Provide additional study-skills assistance to students whose needs lie therein."

► "Establish liaison with high-school principals."

Over all, three of every four presidents surveyed said that enrollment was an "extremely important" concern on their campuses last year. Presidents of private liberal-arts colleges were the most worried, with 81 per cent saying that student recruitment was a major issue.

Student financial aid is closely linked to finances and enrollment. Two-thirds of the private-college presidents and one-third of those at public colleges said that student aid was a critical issue at their campus.

About one in every seven presidents cited academic quality as the most pressing concern this year. To improve their programs, the presidents are reviewing and revamping their curricula, developing ways to recognize outstanding teachers, and providing faculty-development programs.

Over all, about one-quarter of the public-college presidents rated academic conditions of their campuses "excellent," and 63 per cent expected improvements over the next five years. One-third of the private-college presidents gave their programs high marks, and 71 per cent expected gains in the future.

A number of presidents said that boosting campus morale was their biggest challenge this year. To keep his institution's "sense of balance and common commitment in a period of growing turbulence and uncertainty," one president said he intended to "communicate more effectively, and strive for demonstrable successes in several critical areas so we have some good news to share as a stimulus to our forward momentum."

Another president, who identified "maintaining institutional self-confidence" as his greatest challenge this year, said he would meet it through "good communications internally, and *lots and lots* of affirmation for the faculty so they don't foul their own nest."

Morale of faculty members and senior administrators is highest at private research universities, with 53 per cent of their presidents rating it "excellent." The majority of the presidents of those institutions expressed the belief that in terms of their ability to recruit top faculty members and increase their pay, their institutions were gaining ground.

At other types of colleges and universities, fewer than one-quarter of the presidents considered faculty morale excellent, and in most cases, fewer than half noted gains in faculty pay and morale last year.

In other areas, 20 per cent of the presidents reported a student protest on their campus in 1984-85. Two-thirds of the protests concerned South Africa, and the rest covered a wide variety of issues, among them housing and food-service practices.

The survey results are based on a stratified random sample of 293 college and university presidents. The survey was conducted by John Minter Associates, a research organization based in Boulder, Colo.

CHRONICLE SURVEY

College Presidents' Views on Trends and Issues on Their Campuses

5-Year Forecasts

	Public				Private				
	Doctoral	Comprehensive*	2-year	All	Doctoral	Comprehensive*	Liberal-arts	All†	All institutions†
Academic condition									
Gaining ground	69%	66%	61%	63%	88%	78%	73%	71%	67%
Little or no change	31%	32%	35%	34%	12%	22%	26%	29%	31%
Losing ground	0%	0%	4%	3%	0%	0%	0%	0%	1%
Financial condition									
Gaining ground	50%	45%	43%	45%	76%	61%	73%	58%	51%
Little or no change	33%	34%	20%	24%	24%	28%	22%	35%	30%
Losing ground	11%	21%	35%	29%	0%	8%	4%	6%	18%
Student services									
Gaining ground	53%	60%	63%	61%	76%	78%	65%	65%	63%
Little or no change	47%	36%	33%	35%	24%	22%	34%	34%	35%
Losing ground	0%	2%	4%	3%	0%	0%	0%	0%	2%

Rating of Conditions Today

	Public				Private				
	Doctoral	Comprehensive*	2-year	All	Doctoral	Comprehensive*	Liberal-arts	All†	All institutions†
Academic condition									
Excellent	42%	21%	26%	26%	35%	28%	36%	32%	29%
Good	58%	62%	61%	61%	65%	69%	54%	59%	60%
Fair	0%	17%	13%	13%	0%	3%	8%	8%	10%
Poor	0%	0%	0%	0%	0%	0%	1%	1%	0%
Financial condition									
Excellent	22%	15%	22%	20%	29%	31%	28%	25%	22%
Good	22%	42%	41%	40%	53%	58%	34%	41%	40%
Fair	44%	30%	33%	33%	18%	11%	26%	28%	30%
Poor	11%	13%	4%	7%	0%	0%	11%	6%	7%
Student services									
Excellent	28%	23%	20%	21%	18%	28%	16%	17%	19%
Good	58%	57%	57%	57%	71%	47%	64%	65%	61%
Fair	11%	19%	24%	22%	12%	25%	19%	18%	20%
Poor	3%	2%	0%	1%	0%	0%	0%	0%	0%
Recruiting and retaining top faculty members									
Excellent	17%	15%	17%	17%	47%	17%	24%	24%	20%
Good	44%	45%	43%	44%	41%	67%	47%	46%	45%
Fair	39%	36%	33%	34%	12%	17%	31%	28%	31%
Poor	0%	4%	7%	5%	0%	0%	2%	1%	3%
Faculty compensation									
Excellent	17%	8%	20%	21%	35%	14%	12%	11%	16%
Good	17%	45%	43%	42%	47%	53%	31%	40%	41%
Fair	56%	34%	27%	28%	12%	25%	40%	38%	33%
Poor	11%	13%	9%	10%	6%	8%	16%	11%	11%
Morale of faculty members									
Excellent	10%	8%	22%	18%	53%	17%	18%	16%	17%
Good	42%	50%	48%	49%	41%	61%	49%	54%	51%
Fair	40%	38%	30%	32%	6%	17%	29%	25%	29%
Poor	8%	4%	0%	1%	0%	6%	4%	4%	3%
Recruiting and retaining top senior administrators									
Excellent	22%	15%	18%	16%	53%	28%	19%	18%	17%
Good	50%	51%	59%	58%	41%	64%	68%	66%	61%
Fair	28%	26%	13%	19%	6%	8%	12%	14%	16%
Poor	0%	0%	11%	7%	0%	0%	1%	1%	4%
Compensation for senior administrators									
Excellent	9%	11%	22%	18%	47%	25%	14%	14%	16%
Good	42%	38%	48%	45%	47%	58%	41%	49%	47%
Fair	42%	32%	20%	25%	6%	8%	34%	27%	26%
Poor	8%	17%	11%	12%	0%	8%	9%	9%	11%
Morale of senior administrators									
Excellent	31%	15%	26%	24%	53%	42%	32%	30%	27%
Good	53%	64%	65%	64%	47%	56%	55%	60%	62%
Fair	17%	17%	9%	11%	0%	3%	12%	10%	11%
Poor	0%	2%	0%	0%	0%	0%	0%	0%	0%

Footnotes appear on Page 42

Political Environment for Higher Education Today

	Public				Private				
	Doctoral	Comprehensive*	2-year	All	Doctoral	Comprehensive*	Liberal-arts	All†	All institutions†
At the federal level									
Excellent	0%	0%	4%	3%	0%	0%	0%	0%	1%
Good	3%	11%	4%	6%	18%	14%	6%	9%	7%
Fair	64%	43%	59%	55%	29%	42%	52%	48%	52%
Poor	31%	45%	33%	36%	53%	42%	42%	41%	38%
At the state level									
Excellent	8%	4%	2%	3%	12%	14%	8%	7%	5%
Good	44%	42%	37%	39%	18%	47%	40%	43%	41%
Fair	36%	36%	43%	41%	53%	28%	39%	39%	40%
Poor	11%	19%	17%	17%	6%	11%	12%	9%	13%
At the local level									
Excellent	11%	19%	22%	20%	6%	8%	13%	12%	16%
Good	47%	42%	43%	43%	35%	50%	44%	44%	44%
Fair	31%	25%	22%	23%	35%	28%	26%	28%	26%
Poor	8%	11%	9%	9%	18%	8%	8%	9%	9%

Current Trends

	Public				Private				
	Doctoral	Comprehensive*	2-year	All	Doctoral	Comprehensive*	Liberal-arts	All†	All institutions†
Academic condition									
Gaining ground	78%	70%	57%	62%	82%	83%	71%	67%	64%
Little or no change	22%	26%	37%	33%	18%	17%	26%	31%	32%
Losing ground	0%	4%	7%	5%	0%	0%	2%	1%	3%
Financial condition									
Gaining ground	67%	42%	39%	42%	82%	67%	58%	60%	51%
Little or no change	14%	38%	30%	31%	12%	31%	28%	29%	30%
Losing ground	19%	19%	30%	27%	6%	3%	14%	12%	19%
Student services									
Gaining ground	53%	51%	52%	52%	82%	61%	53%	54%	53%
Little or no change	44%	40%	39%	40%	18%	39%	45%	45%	42%
Losing ground	3%	9%	9%	8%	0%	0%	1%	1%	5%
Recruiting and retaining top faculty members									
Gaining ground	47%	42%	24%	30%	65%	33%	32%	34%	32%
Little or no change	39%	40%	57%	51%	35%	58%	58%	56%	53%
Losing ground	14%	17%	20%	18%	0%	8%	9%	9%	14%
Faculty compensation									
Gaining ground	50%	40%	39%	40%	71%	33%	36%	35%	38%
Little or no change	22%	42%	46%	43%	29%	53%	44%	51%	47%
Losing ground	28%	19%	15%	17%	0%	14%	19%	13%	15%
Morale of faculty members									
Gaining ground	42%	26%	39%	36%	82%	39%	39%	40%	38%
Little or no change	42%	62%	52%	54%	18%	53%	41%	47%	50%
Losing ground	17%	11%	9%	10%	0%	8%	19%	12%	11%
Recruiting and retaining top senior administrators									
Gaining ground	44%	32%	24%	28%	65%	39%	34%	31%	30%
Little or no change	50%	55%	57%	55%	35%	53%	62%	63%	59%
Losing ground	6%	9%	15%	13%	0%	8%	1%	4%	9%
Compensation for senior administrators									
Gaining ground	33%	32%	28%	30%	71%	36%	35%	34%	32%
Little or no change	44%	45%	48%	47%	29%	53%	52%	54%	50%
Losing ground	22%	23%	24%	23%	0%	11%	12%	11%	17%
Morale of senior administrators									
Gaining ground	42%	34%	39%	38%	71%	50%	38%	40%	39%
Little or no change	56%	51%	54%	54%	29%	50%	56%	56%	55%
Losing ground	3%	13%	7%	8%	0%	0%	2%	1%	5%

Continued on Following Page

College Presidents' Views on Trends and Issues

Critical Issues at Institution

	Public				Private				
	Doctoral	Comprehensive*	2-year	All	Doctoral	Comprehensive*	Liberal arts	All†	All institutions†
Affirmative action									
Extremely important	33%	26%	22%	24%	6%	8%	4%	3%	14%
Important	50%	64%	52%	55%	76%	53%	35%	42%	49%
Not urgent	17%	9%	26%	21%	18%	39%	59%	53%	37%
Curriculum review									
Extremely important	22%	28%	26%	26%	22%	25%	32%	35%	31%
Important	44%	58%	59%	57%	57%	47%	42%	42%	50%
Not urgent	28%	13%	15%	16%	21%	28%	26%	23%	19%
Compensation of faculty members									
Extremely important	38%	45%	28%	34%	24%	31%	46%	40%	37%
Important	56%	34%	61%	54%	76%	61%	48%	51%	52%
Not urgent	6%	19%	11%	12%	0%	8%	5%	9%	11%
Financial support									
Extremely important	61%	70%	74%	72%	71%	64%	73%	73%	72%
Important	39%	30%	26%	28%	29%	36%	25%	26%	27%
Not urgent	0%	0%	0%	0%	0%	0%	2%	1%	1%
Intercollegiate sports									
Extremely important	19%	15%	13%	14%	6%	8%	1%	7%	11%
Important	56%	53%	24%	34%	47%	58%	45%	44%	39%
Not urgent	22%	28%	46%	39%	47%	31%	54%	44%	41%
Maintaining academic quality									
Extremely important	39%	64%	48%	51%	65%	61%	54%	56%	53%
Important	56%	36%	52%	48%	29%	39%	41%	41%	45%
Not urgent	6%	0%	0%	0%	6%	0%	5%	3%	2%
Recruitment of minority-group students									
Extremely important	47%	40%	35%	37%	12%	19%	21%	18%	26%
Important	39%	52%	33%	39%	82%	44%	53%	57%	47%
Not urgent	14%	8%	30%	23%	6%	36%	26%	25%	24%
Research support									
Extremely important	42%	8%	4%	8%	29%	0%	1%	2%	5%
Important	58%	49%	20%	30%	71%	42%	22%	25%	28%
Not urgent	0%	43%	61%	51%	0%	58%	71%	66%	58%
Student aid									
Extremely important	25%	36%	33%	33%	47%	78%	66%	67%	49%
Important	64%	55%	48%	51%	47%	22%	31%	29%	40%
Not urgent	11%	9%	20%	16%	6%	0%	4%	2%	10%
Student recruitment									
Extremely important	42%	60%	72%	66%	41%	72%	81%	82%	74%
Important	39%	26%	22%	24%	47%	25%	16%	16%	20%
Not urgent	19%	13%	7%	9%	12%	3%	2%	2%	6%

* Institutions with more than 2,000 students, a liberal-arts program, and at least one professional program.

† Includes private 2-year institutions.

Note: Survey results are based on a stratified random sample of [illegible] college and university presidents conducted in July. Percentages may not add to 100 because of rounding and because "Don't know" and "Not applicable" responses are omitted.

Level of Demand on Presidents' Attention

	Public				Private				
	Doctoral	Comprehensive*	2-year	All	Doctoral	Comprehensive*	Liberal arts	All†	All institutions†
Academic affairs									
More demanding	14%	32%	20%	22%	29%	22%	27%	28%	25%
Normal demand	81%	58%	74%	71%	65%	50%	61%	59%	65%
Less demanding	6%	6%	7%	6%	0%	14%	9%	10%	8%
Alumni activities									
More demanding	25%	26%	13%	17%	12%	28%	28%	26%	22%
Normal demand	67%	60%	54%	57%	82%	58%	62%	64%	60%
Less demanding	6%	9%	15%	13%	0%	6%	7%	7%	10%
College-staff relations									
More demanding	14%	21%	43%	35%	6%	25%	24%	25%	30%
Normal demand	75%	66%	52%	58%	76%	56%	69%	67%	62%
Less demanding	8%	9%	4%	6%	12%	14%	5%	5%	6%
Community affairs									
More demanding	25%	40%	59%	51%	35%	39%	29%	29%	40%
Normal demand	67%	49%	41%	46%	53%	56%	61%	61%	53%
Less demanding	8%	8%	0%	3%	6%	0%	7%	7%	5%
Federal relations									
More demanding	6%	9%	7%	7%	59%	36%	28%	37%	22%
Normal demand	61%	66%	59%	61%	35%	47%	53%	47%	54%
Less demanding	31%	21%	28%	27%	0%	11%	13%	12%	19%
Financial affairs									
More demanding	47%	55%	59%	57%	24%	36%	56%	47%	52%
Normal demand	50%	40%	41%	42%	71%	50%	38%	47%	44%
Less demanding	0%	2%	0%	0%	0%	8%	4%	3%	2%
Fund-raising									
More demanding	72%	60%	54%	57%	59%	61%	76%	76%	67%
Normal demand	25%	32%	35%	33%	35%	31%	20%	20%	27%
Less demanding	0%	2%	2%	2%	0%	3%	1%	1%	1%
Intercollegiate sports									
More demanding	47%	42%	15%	25%	35%	28%	18%	18%	22%
Normal demand	42%	42%	33%	36%	29%	42%	62%	54%	45%
Less demanding	8%	9%	22%	17%	24%	22%	11%	13%	15%
State-government relations									
More demanding	50%	55%	70%	64%	24%	47%	35%	38%	52%
Normal demand	50%	40%	28%	33%	53%	44%	44%	47%	40%
Less demanding	0%	2%	2%	2%	0%	3%	13%	8%	5%
Student relations									
More demanding	8%	13%	11%	11%	18%	19%	14%	17%	14%
Normal demand	78%	72%	76%	75%	65%	61%	74%	70%	73%
Less demanding	14%	11%	13%	13%	12%	11%	9%	10%	11%

Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Almost Half of All Colleges Found to Operate at a Deficit Sometime During Last Few Years

WASHINGTON

Nearly half of all colleges and universities operated in the red sometime in the last few years. Most of them boosted their revenues by doing more fund raising and increasing their efforts to recruit and retain students, according to the American Council on Education.

A survey by the council found that a majority of institutions practiced specific management techniques to gain greater control over their finances and programs, and most of them considered the techniques useful.

► Three-quarters used a formal process of long-range planning to define their institutional mission and to develop, carry out, and evaluate their activities.

► Nearly three-quarters had a cash-management program, whereby the flow of income is monitored and controlled.

► Seven in ten reviewed their academic programs at least once a year to determine the content of courses and the demand for them.

► Half had a central contingency fund, a general pool to cover the losses of college departments.

The survey covered the period from 1980-81 to 1983-84, and its results were based on the responses of 370 colleges and universities. Because of their complex administrative structure, research universities were excluded from the study.

'Far More Sophisticated'

According to Sal Corrallo, an official in the U.S. Education Department's Office of Planning, Budgeting, and Evaluation who developed the survey, the results show that colleges have become "far more sophisticated about planning than they were in the 1970's."

That most of the institutions practice long-range planning is a good sign for the future financial health of academe, he said.

Nationwide, 45 per cent of all colleges and universities experienced a revenue shortfall in the last few years. For public and private institutions, the figures were 49 per cent and 42 per cent, respectively. Comprehensive universities had the highest incidence of financial difficulty, with 54 per cent operating in the red.

The table at right shows the strategies used by the 45 per cent of colleges that suffered revenue shortfalls during the last few years to improve their financial condition.

Broadly, the activities were aimed at increasing revenue, decreasing costs, or changing academic programs to attract more students.

The first column gives the percentage of institutions that used and rated the strategy, and the second gives the percentage of those that gave it high marks in improving their institutions' finances.

The survey was paid for by the Department of Education, the National Endowment for the Humanities, and the National Science Foundation.

Copies of the survey report, *Conditions Affecting College and University Financial Strength*, are available free of charge from the Higher Education Panel, American Council on Education, One Dupont Circle, Washington 20036. Orders should be accompanied by a self-addressed mailing label. —JEAN EVANGELAUF

How Colleges Dealt with Revenue Shortfalls

	Used by	High rating
Increased effort devoted to fund raising	69%	62%
Increased student retention efforts	67%	49%
Increased recruitment efforts directed at all student levels	67%	61%
Increased number of student-aid grants from institutional funds	49%	52%
Decreased faculty size	45%	52%
Increased class size	38%	60%
Decreased academic support staff	38%	36%
Decreased support staff for general administration	36%	24%
Decreased support staff for plant maintenance	35%	21%
Increased number of adult and evening classes	34%	47%
Increased student-body size	33%	70%
Increased faculty compensation	31%	34%
Decreased number of courses	29%	44%
Increased number of programs	26%	47%
Decreased number of programs	25%	41%
Decreased amount of plant maintenance	24%	21%
Increased number of community services	23%	49%
Increased recruitment efforts directed at upper-division students	22%	61%
Increased number of courses	21%	40%
More selective entrance requirements	20%	46%
Decreased student-body size	19%	36%
Increased amount of plant maintenance	18%	59%
Increased support staff for general administration	17%	44%
Increased faculty size	15%	43%
Increased size of physical plant	15%	60%
Decreased number of community services	15%	15%
Increased academic support staff	12%	37%
Increased support staff for plant maintenance	11%	8%
Decreased faculty compensation	10%	64%
Decreased number of adult and evening classes	10%	24%

SOURCE: AMERICAN COUNCIL ON EDUCATION

THE CHRONICLE
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News Summary

Powerful new instruments [illegible] Mauna Kea [illegible] the universe. Story on Page [illegible]

Two university groups have recommended guidelines for [illegible] and researchers to follow in the use of laboratory animals. Story on Page [illegible]

A farm bill now in Congress could place restrictions on the aid that some universities provide to improve food crops in other countries. Story on Page 13.

The Supreme Court will decide whether a faculty member can be sued for libel outside his home state for criticism of a former student in a letter of reference. Story on Page 13.

"Quality circles" are a way for faculty members and other college employees to participate in campus decision making. Story on Page 21.

A faculty member who holds tenure at a regional campus of Ohio State University has lost a bid to have that status recognized throughout the university. Story on Page 21.

People with AIDS do not pose a risk to others in "academic settings," the American College Health Association says. Story on Page 25.

A conference that could yield an international sports accord is among the goals of the International Institute for Sport and Human Performance. Story on page 29.

Relatives of Yelena G. Bonner, wife of Andrei D. Sakharov, have provided some details of the dissident couple's life in internal exile. Story on Page 31.

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'Sunshine' Laws Said to Hinder Search Process

Open-meeting rules inhibit candidates for presidencies

By LYNN PEEBLES

Florida is called the Sunshine State for more than the obvious reason. When it comes to public access to the workings of government, Florida has the most comprehensive "sunshine" laws in the nation, and, some say, in the world.

James C. Smith, Florida's Attorney General, points with pride to the state's laws guaranteeing public access to meetings and documents of government agencies. But when the University of Florida was looking for a president two years ago, many good candidates refused to be considered, some people charge, and tough questions were avoided during public interviews of the finalists.

Controversy over the ability of public universities to keep parts of their presidential searches private and still comply with state sunshine laws also has arisen in other states, including Iowa, Minnesota, Texas, and Wisconsin.

Harlan Cleveland, a University of Minnesota dean who conducted a national survey on the effect of sunshine laws on higher education, contends that in Florida and other states, an "overriding" emphasis on openness has harmed the ability of state universities to recruit and select presidents.

Main Effect Is on Searches

While sunshine laws affect a wide variety of activities at public universities, the impact on the presidential search process is the most dramatic, Mr. Cleveland found.

The situation poses what Mr. Cleveland, dean of the Hubert H. Humphrey Institute of Public Affairs, calls a "trilemma": the need to balance the public's right to know, an individual's right to privacy, and the responsibility of a public university to operate as effectively as possible.

Florida's Attorney General Smith ac-

Continued on Page 14, Column 1

SCIENCE AIDE QUITS

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

George A. Keyworth, II: His resignation as science adviser to President Reagan has aroused fears of less favorable budget requests for research. Page 13.

Purge of Academics Feared in Poland After 40 Are Fired

By VERA RICH

The government of Poland has dismissed more than 40 university administrators, including the rectors of at least four institutions, in what many fear is the first step in a widespread purge of academics and intellectuals.

Thus far, the ousted officials have retained their tenure as faculty members, but opposition sources said they expected as many as several hundred professors to lose their university jobs entirely.

Andrzej Stolarski, chief press spokesman for the Ministry of Science and Higher Education, refused last week to say how many people had been dismissed, but he confirmed that the rectors of the Universities of Gdansk, Poznan, and Wroclaw, and

Continued on Page 32, Column 1

House Approves College-Aid Bill by Wide Margin

Administration opposes it, citing need for 'restraint'

By ROBIN WILSON

WASHINGTON

After nearly 10 months of work, the House of Representatives last week overwhelmingly approved legislation to extend through the 1991-92 academic year dozens of programs that aid students and their colleges.

The bill passed by the House would make several major changes in existing legislation. It would create:

► A $50-million grant program for graduate students.

► A $110-million fund exclusively for historically black colleges.

► A new loan program to finance construction of college facilities.

► Expanded programs for educating older students.

It would also increase the maximum size of both Pell Grants and Guaranteed Student Loans.

The bill, HR 3700, would authorize spending $10.6-billion during academic 1987-88 for programs under the Higher Education Act. That is $1.3-billion less than has been authorized for the programs for academic 1986-87, but about $1.3-billion more than Congress actually appropriated for the programs for this academic year.

The White House issued a statement saying, "The Administration opposes enactment of HR 3700. The bill liberalizes student-aid programs in various respects, which would result in dramatically increased expenditures. It also creates many

Continued on Page 18, Column 1

British Affirm Unesco Move

Britain last week confirmed its decision to leave Unesco on December 31, a year after the United States withdrew. See story on Page 31.

Resp[illegible]ing to Rape: Central Michigan U. Takes 'Pro-Victim' Stance

By ELIZABETH GREENE

MOUNT PLEASANT, MICH.

One morning in September, students waking up at Central Michigan University found a flier that had been slipped under their doors during the night. "If your door was unlocked," it said, "more than this could get in your room."

The message, blunt as it was, came as no surprise. In three months, beginning July 22, six women had reported being sexually assaulted by strangers on or near the campus. Four of the six had been raped. Five of the victims were students.

As of late last week, none of the rapists had been apprehended and police had no suspects.

Central Michigan University doesn't look dangerous. The lawns and buildings on its 854 acres give it the air of an intellectual haven nestled safely in a small industrial city. According to both students and administrators, that is just what it is.

No college or university, they point out, is immune to rape.

Incidents Impossible to Ignore

Because most rapes are never reported, it is impossible to know how often they occur on any campus, officials say. Bernice Sandler, executive director of the Project on the Status and Education of Women of the Association of American Colleges, says some campuses experience more frequent rapes than in the recent spate of incidents at Central Michigan.

But most campus rapes are committed by acquaintances of the victims, not by strangers, as has been the case at Central Michigan. At a university of 16,000, in a city of 26,000 (including the students), six assaults in so short a time do not go unnoticed. All last academic year, a total of three reported sexual assaults occurred on the Central Michigan campus, according to John C. McAuliffe, the university's director of public safety.

This year's incidents all took place at night. On July 22, a 40-year-old student who said she was taking a walk by the pond

Continued on Page 27, Column 1

MARGINALIA

Headline over an editorial in the Cookeville (Tenn.) *Dispatch*:

ILLITERACY WILL NOT BE TOLERATED

The editorial chastised people who leave trash in campgrounds and picnic areas.

•

Headline over an item in the alumni newsletter of the Columbia University School of Social Work:

PROFESSOR EMERITUS BURNS AT SOCIAL SECURITY CONFERENCE

The item wasn't as horrifying as it sounds. It told us that Professor Emeritus Eveline M. Burns was on hand for the affair.

•

Sign on a division chairman's door at North Country Community College:

IF I'M NOT HERE,
I'M PROBABLY WORKING AT (IN):
The Registrar's Office
Continuing Education Office
Admissions Office
Financial Aid Office
Deans' Offices
Business Office
Faculty Offices
Classroom Building
Gymnasium Offices

•

From an invitation to a lecture by Robert N. Rogers, issued by the University of Illinois Library Friends:

"Reception and tribute to Dr. Rogers who is retiring as Professor of English immediately following the lecture in the Library's Rare Book Room."

Come now, it can't be *that* bad.

•

Mathematics as queen (from a flier from Harper & Row, publishers):

"TRIPOS: At Cambridge University, the final honors examination for the B.A. degree. Originally, the tripos (so named from the three-legged stool this person sat on) was a graduate appointed to debate the candidate. Later the term was applied to a set of humorous verses composed by the tripos, and also to the list of candidates for the degree. Once limited to degrees in mathematics, the term was later extended to her subjects."

•

Linkages, a newsletter of the National Institute for Staff and Organizational Development, lists as a new member "El Reno Junior College, located at P.O. Box 370, El Reno, OK. President is Dr. Bill S. Cole. Staff development contact is Mr. Nick Widener."

It must be crowded in there.

•

Among the job qualifications laid down in an ad for Fairleigh Dickinson University in the New York *Times*: "eminent completion of the PhD requirements."

We should *hope* so.

—C.G.

In Brief

Harvard Rejects Stock in Marijuana Company

Harvard University has rejected the offer of an alumnus to give the university 15 per cent of the stock in a company he had formed to extract the active ingredient from marijuana.

Lawrence H. McKinney, who holds degrees from Harvard College and the university's business school, delivered 180 shares in his Cannabis Corporation of America to Harvard last July. The university notified Mr. McKinney that the stock had been rejected after the gift was publicized and Harvard was listed as a shareholder in a solicitation letter to prospective investors.

Mr. McKinney claims that the university accepted the stock with a document stamped "received," and is being "both dishonorable and dishonest" in saying that the gift was rejected. Harvard officials say the delay in returning the gift was caused by "administrative inefficiency."

The company, which has not yet earned any revenue, holds the patent on a process for extracting tetrahydrocannabinol from marijuana.

5 Nuns, 18 Students Suffer Carbon-Monoxide Poisoning

Five teaching nuns and 18 students were treated for carbon-monoxide poisoning last week after a leaking gas heater forced evacuation of their dormitories at Mount Saint Mary's College in Los Angeles.

More than 200 nuns and students were evacuated by firemen from two dormitories where they were sleeping.

The five nuns were found unconscious and underwent emergency oxygen treatment in a compression chamber at a nearby hospital. The students were treated and released.

Antioch Delays Decision on Fate of Law School

The president of Antioch University has given the Antioch School of Law, located in Washington, an extra week to find new financial backing before he decides whether to close it.

In October, Alan E. Guskin told law-school officials he would "phase out" the school unless they could come up with "concrete evidence" of financing for two of its most pressing needs—facilities and scholarships—by December 6. He said Antioch no longer had the resources to support the law school.

Last week, Mr. Guskin said he had decided to grant an extension until December 14, after a meeting with law-school officials and members of the Committee to Preserve the Antioch School of Law revealed "very substantial progress" toward raising the necessary funds.

At a meeting scheduled for December 14 and 15, the accreditation committee of the American Bar Association plans to recommend to the Council on Legal Education that the law school be dropped from the association's accreditation list.

Tuition Overcharges to Aid Minority Students

Hundreds of New Jersey students who were overcharged by the County College of Morris will not get their money back.

Instead, beginning in 1986, the almost $300,000 in unauthorized tuition charges collected between 1982 and 1984 will be spent on programs to benefit the college's minority and handicapped students.

The college was "unaware" that it had overcharged some students who were not residents of the county, said Arnold H. Chait, a lawyer for the college. Each student was overcharged from $20 to $25 per credit hour.

The college plans to spend nearly $200,000 to recruit black and Hispanic students, $48,000 on support services for disabled students, and $45,000 on an emergency loan program for students who lose eligibility for federal financial assistance because of government cutbacks.

George Williams College in 'Fight for Its Life'

The Board of Trustees of George Williams College, faced with a $10-million debt, will decide this week whether to close the college immediately or merge it with another institution.

"The college is locked in a fight for its life," said Loring M. Stevenson, director of public relations.

While waiting for the board's decision, faculty members and students have mounted their own fund-raising campaigns. In less than two weeks, the students have raised $10,000 in cash and nearly $25,000 in pledges, said Sally McCarthy, a first-year graduate student.

The four-year college went into debt in 1965, when it moved to a new campus in the Chicago suburbs. Then enrollment began to decline and the college continued to borrow money to pay operating expenses.

Last summer, its banks refused to grant more credit to the 95-year-old institution.

Panel Finds Sex Bias at Washington State U.

Women at Washington State University are underrepresented in top faculty and administrative positions, as well as in the student body, and are subject to "a consistent, continuous pattern" of sexual harassment, a university commission has found.

According to the commission's report, the median salary for men in administrative positions fell in the $19,000 to $24,999 range, while the median for women fell in the $13,000 to $15,999 range. "These numbers reflect the predominance of men in the upper salary ranges and the placement of women in the lower and middle levels," the report said.

The commission found that the proportion of women in the student body had declined from 43.3 per cent in 1979 to 41.8 per cent in 1984.

It also found that at least 16 cases of sexual harassment of women had been reported to a university committee during the last academic year.

2 Financial-Aid Officers Indicted by Grand Jury

A county grand jury has indicted two former financial-aid administrators at Fresno City College on 22 counts of bribery and extortion involving the processing of student-aid applications.

The two men, James Johnson and Floyd White, were charged with demanding from $50 to $300 from as many as 50 students to process their applications promptly. The administrators were charged with misconduct and then fired by the college in October.

A student has also been indicted for conspiring with the two, and a fourth suspected conspirator is being sought.

Harvard Controversy Ends as Scholar Accepts Tenure

One of Harvard University's longest and most widely publicized tenure controversies ended last week when Theda R. Skocpol, a sociologist, decided to ac-

Student Count Declines 1 Pct., Survey Finds, but First-Time Freshmen Show Slight Gain

WASHINGTON

Enrollment in colleges and universities this fall is down 1 per cent from last year, but the number of freshmen is up a modest 0.5 per cent, according to a report released last week by a group of higher-education associations.

"First-time-freshman enrollment is surprisingly stable, and that's a good sign, considering we knew that the applicant pool was down for 1985," said J. Douglas Conner, executive director of the American Association of Collegiate Registrars and Admissions Officers.

The gain was in the enrollment of full-time freshmen, whose ranks increased by 1.4 per cent this fall. The number of part-time freshmen dropped 1.6 per cent.

By region, enrollment of full-time freshmen is up in the Great Lakes States, the Middle Atlantic States, New England, and the Southeast, and down in other parts of the country.

Over all, 28 per cent of colleges and universities reported that the number of full-time freshmen had increased by 5 per cent or more, and 36 per cent reported declines of 5 per cent or more.

"If there's a change of 5 per cent or more, we think that that's a trend, that it's significant," Mr. Conner said.

The statistics are based on the enrollment figures of 1,189 institutions. The American Association of Community and Junior Colleges, the American Association of State Colleges and Universities, the National Association of State Universities and Land-Grant Colleges, and the National Institute of Independent Colleges and Universities gathered data for the report. The American Council on Education and the registrars' association coordinated the study.

Copies of the 10-page report, "College Enrollment Holds Steady, Survey Shows," are available free of charge from the American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, Washington 20036. Requests should be accompanied by a self-addressed, stamped envelope.

Changes in Fall Enrollment, 1984 to 1985

All students

	Full-time	Part-time	All
Public institutions	2.3%	-0.6%	1.2%
4-year	1.9%	+1.7%	0.8%
2-year	4.2%	0.8%	2.0%
Private institutions	0.1%	2.3%	0.8%
All institutions	1.8%	+0.1%	1.0%

	Under-graduate	Graduate	First professional
Public institutions	1.1%	+4.8%	2.2%
4-year	0.2%	+4.8%	2.2%
2-year	3.4%	n.a.	n.a.
Private institutions	+0.2%	+0.6%	1.8%
All institutions	0.8%	+3.5%	2.0%

First-time freshmen

	Full-time	Part-time	All
Public institutions	+1.9%	2.3%	-0.4%
4-year	+2.3%	5.0%	+1.6%
2-year	+0.7%	1.6%	0.6%
Private institutions	+0.1%	-6.0%	-0.7%
All institutions	+1.4%	1.6%	-0.5%

n.a. Not applicable

SOURCE: ASSOCIATION COUNCIL FOR POLICY ANALYSIS AND RESEARCH

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18 Bowls to Provide $41-Million for Teams and Their Conferences

The 36 college football teams playing in the 18 bowl games [illegible] this week will earn an estimated $41-million for their efforts.

But many must then [illegible] share in the [illegible] appearances. Most athletic conferences have formulas for allocating portions of bowl receipts among their members, so it is possible for [illegible] teams in some conferences [illegible] financially even [illegible] home for the Christmas [illegible].

Members of the Big [illegible] conferences [illegible] ly well. The [illegible] conferences are [illegible] $600,000 each from the Rose Bowl alone. In addition, [illegible] teams and four other [illegible] will compete [illegible] even more [illegible] other members.

Other [illegible] sented are the Southwest Conference, with [illegible] the Big [illegible] conferences, with [illegible]

[illegible]

► [illegible]

► [illegible]

► [illegible]

[illegible] University. [illegible] Athletic Conference [illegible] Bowl [illegible] Pacific Coast Athletic Conference [illegible] California State University at Fresno [illegible] the [illegible] Bowl [illegible] half of the money and [illegible] only about $100,000 [illegible] Bowling Green [illegible] must travel from Ohio to Fresno, Cal., for the game [illegible] from the university [illegible].

In one sense, Bowling Green [illegible] off its conventional [illegible] Fresno State [illegible] the [illegible].

[illegible]

The Match-Ups and Money for Football's Bowl Games

Bowl	Date	Time (EST)	Location	TV network or syndicator*	Teams	Est. payment per team
All-American	Dec. 31	8 p.m.	Birmingham, Ala.	WTBS	Georgia Tech vs. Michigan State	$ 650,000
Aloha	Dec. 28	8 p.m.	Honolulu	Innovative	Alabama vs. Southern California	400,000
Bluebonnet	Dec. 31	2 p.m.	Houston	USA/Lorimar	Air Force vs. Texas	500,000
California	Dec. 14	4 p.m.	Fresno, Cal.	ESPN/Mizlou	Fresno State vs. Bowling Green	100,000
Cherry	Dec. 21	1 p.m.	Pontiac, Mich.	USA/Mizlou	Maryland vs. Syracuse	1,000,000
Cotton	Jan. 1	2:30 p.m.	Dallas	CBS	Auburn vs. Texas A&M	[illegible]
Florida Citrus	[illegible]	[illegible]	Orlando, Fla.	NBC	Brigham Young vs. Ohio State	600,000
Freedom	[illegible]	[illegible]	Anaheim, Cal.	USA/Lorimar	Washington vs. Colorado	500,000
Gator	[illegible]	[illegible]	Jacksonville, Fla.	ABC	Florida State vs. Oklahoma State	900,000
Holiday	[illegible]	[illegible]	San Diego	USA/Lorimar	Arkansas vs. Arizona State	650,000
Independence	Dec. 21	[illegible]	Shreveport, La.	USA/Mizlou	Minnesota vs. Clemson	400,000
Liberty	[illegible]	[illegible]	Memphis	Raycom	[illegible] State vs. Baylor	600,000
Orange	[illegible]	[illegible]	Miami	NBC	[illegible]	[illegible]
Peach	[illegible]	[illegible]	Atlanta	CBS	[illegible]	400,000
Rose	[illegible]	[illegible]	Pasadena, Cal.	NBC	[illegible]	[illegible]
Sugar	[illegible]	[illegible]	New Orleans	ABC	[illegible]	[illegible]
Sun	[illegible]	[illegible]	El Paso	CBS	[illegible]	[illegible]
Sunkist Fiesta	[illegible]	[illegible]	Tempe, Ariz.	NBC	[illegible]	[illegible]

[illegible]

Fledgling Sports-Science Institute Aims at Training Leaders and Boosting Research

[illegible]

► Wayne [illegible]

► [illegible]

[illegible] Research

[illegible]

Pre-Season NIT: Close Games, Disappointing Crowds

Continued from [illegible] quality of play in the semifinals and finals was as good as [illegible] tournaments, when [illegible] more practiced and polished.

"This is the kind of [illegible] we should have played in March," [illegible] Carnesecca, coach of St. John's University, after his team lost by one point to Duke in the semifinals. "It was a heck of a ball game and I hope this kind of experience will help my team down the road." St. John's captured third place in the tournament by defeating the University of Louisville.

Louisville lost twice here, but the coach, Denny Crum, said: "I'm really glad we were here. Those games were really good for us. We learned a [illegible] the [illegible] when [illegible] good teams [illegible].

[illegible] the first pre-season [illegible] Mr. Carlesimo said, although last week the organizers were still counting receipts.

Attendance was somewhat disappointing, [illegible] of the first and second rounds, when [illegible] fans [illegible] about half of the projected total [illegible] watched the games. The first two rounds were held at four regional sites [illegible] from the campuses of competing institutions and on a weekend when many traditional football rivalries were scheduled.

The semifinals at Madison Square Garden drew 14,225 fans, but attendance dropped to 8,598 for the final game there, presumably because St. John's, the hometown favorite, had been eliminated.

In an effort to [illegible] next year, Mr. Carlesimo said, the early rounds of the pre-season tournament will probably feature teams in the vicinity of the competing institutions.

But the [illegible] of the tournament [illegible] established, he said. "New York's Madison Square Garden is still the mecca of college basketball," he said. "We were the first—and for years the only—tournament, and all of this tradition is a great factor. That's why coaches [illegible] the pre-season concept. Here is a time of year to play the best and find out what you have."

In Brief: Athletics

Drake Downgrades Football to Division III Status

Drake University will [illegible] football next season. [illegible] under the [illegible] of the National Collegiate Athletic Association's Division III.

The reclassification from Division I-AA was part of a money-saving move [illegible] Michael R. Ferrari, Drake's president, who said football was costing the university $600,000 [illegible].

In addition, he said, downgrading the football program is part of an effort to [illegible] Drake's support of academic and [illegible] programs.

Current football players will be assisted in getting scholarships at other institutions, but Drake will honor all scholarship commitments for those students who choose to remain at the university.

U. of Wisconsin Committee Seeks End to Vandalism

The University of Wisconsin at Madison campus has created a special committee to evaluate proposals to end vandalism and disorderly behavior at football games.

The problem apparently reached its height at a game against Indiana University this year, when 177 people, 113 of them Wisconsin students, were ejected from the stadium for causing disturbances and destroying [illegible].

[illegible] were [illegible] sections of the stadium. [illegible] the top of the stadium where some were [illegible].

"It was the worst [illegible] and destruction [illegible] we've ever witnessed," said [illegible] Peterson, chairman of the committee that will seek an end to the [illegible]. He said the committee would [illegible] breaking up student sections, where vandalism, excessive drinking, and disorderly conduct [illegible].

People in Athletics

Rex Dempsey: [illegible]

Dennis Erickson: [illegible]

[illegible]: [illegible]

Rudy [illegible]: [illegible]

Mack McWilliams: [illegible]

Terry [illegible] Miller: [illegible]

Bill Nardizzi: [illegible]

[illegible]: [illegible]

James [illegible]: [illegible]

Doug Scovil: [illegible]

Joe Yukica: [illegible]

Fred [illegible]: [illegible]

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News Summary

HOLIDAY NOTICE
The next issue
of The Chronicle
is dated January 8,
and is mailed on January 3.

A law enacted last week to balance the federal budget by 1990 has representatives of higher education worried. Story on Page 9.

The use of field notes as a primary source of anthropological information raises a host of questions for researchers. Story on Page 5.

Higher-education leaders in the states agreed on the need to balance tougher academic standards and increased access for minority groups. Story on Page 9.

Special postal rates that colleges and universities use for many of their mailings will increase sharply on January 1. Story on Page 9.

Two professors at Arizona State University have been singled out for attack by Accuracy in Academia. Story on Page 19.

Winter break can be the most difficult time of the year for the few students who have to stay on campus. Story on Page 31.

Officials at Texas A&M University declined to respond to charges that former football players had been paid hundreds of dollars by boosters. Story on Page 35.

Demonstrators gathered in Oslo to protest the selection of Yevgeny I. Chazov as one of the winners of the 1985 Nobel Peace Prize. Story on Page 37.

The Polish government defended its crackdown on university administrators. Story on Page 39.

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New Carnegie Data Show Faculty Members Uneasy About the State of Academe and Their Own Careers

Professors think academic standards are too low, students are too weak, and pay is inadequate

By ROBERT L. JACOBSON

For any young person wishing to start an academic career these days, about half of all college and university faculty members would have this advice: Don't do it. This is not a good time.

The proportion of faculty members who feel that way, moreover, is nearly 40 per cent at all types of institutions—large and small, public and private, two-year and four-year—according to previously unpublished results of a nationwide survey commissioned by the Carnegie Foundation for the Advancement of Teaching.

The reasons for such a gloomy outlook, the data suggest, spring from a pervasive uneasiness among faculty members over the state of academe in an educational sense and the state of their careers in both personal and professional terms.

By all ranks, the prevailing faculty view is that academic standards are too low, students are too weak, the campus intellectual environment is only fair at best, and faculty compensation and working conditions are inadequate.

In addition, many faculty members report an erosion of job security, limited prospects for professional advancement, and considerable personal strain because of their work. Nearly one-fourth also agree, at least to some degree, that the caliber of undergraduate education provided by their own institutions has declined in the past few years.

Selected findings from the Carnegie Foundation survey of faculty members appear in tables beginning on Page 25.

Some evidence of widespread faculty dissatisfaction in higher education has been reported in recent months by Ernest L. Boyer, president of the Carnegie Foundation, and others who have made separate studies of the academic profession. But the extent of the malaise has now been brought to light in more detail by statistics from the copyrighted Carnegie survey, which covered 5,000 faculty members at a representative sample of 310 institutions in the spring of 1984.

A comparison of the findings with data from a similar survey of 25,000 faculty members that was conducted in 1975 by the Carnegie Council on Policy Studies in Higher Education shows that faculty dissatisfaction generally has increased.

The proportion calling standards for undergraduate education "too low," for example, has gone from about 42 per cent in the earlier survey to about 61 per cent. Those rating the academic ability of undergraduates at their institutions "fair" or "poor" is up from about 48 per cent in the earlier survey to about 59 per cent.

Faculty members' negative evaluations of their salaries and working conditions also have become more prevalent. For those who participated in the

Continued on Page 24, Column 1

Supreme Court Curbs Judges' Right to Overturn Academic Decisions

By STACY E. PALMER

WASHINGTON

The Supreme Court last week issued a ruling that sharply limited the right of judges to overturn academic decisions made by faculty members.

Because it upheld the right of faculty members to use their professional discretion when making decisions about a student's academic career, the ruling was interpreted as a major victory for higher education.

In a case involving a medical student who was dismissed in 1981 from the University of Michigan, the Court ruled unanimously that students should not ask judges to reverse academic decisions that have been made by faculty members—unless they can argue they have been discriminated against or have been treated arbitrarily.

The student, Scott E. Ewing, was dismissed after he failed a major test that all students at the medical school are required to pass. He asked the Court to require the university to let him retake the test, noting that the school had allowed the 39 other students who failed the test to take it again. He said the school's refusal to allow him to do so had violated his constitutional right to due process of the law.

College officials denied they had treated

Continued on Page 33, Column 3

How U.S. Aid May Change

House-passed legislation extending major college aid programs differs markedly from present law and from a bill approved last week by a Senate subcommittee. See table beginning on Page 12 and story on Page 15.

Reagan Administration May Seek 50 to 100 New Research Centers

By KIM McDONALD

WASHINGTON

The success of six new federally supported, university-based research centers that combine the talents of industrial and academic researchers from different disciplines has prompted White House science officials to consider adding 50 to 100 more. The total federal support for them could reach $500-million a year.

Key Administration officials have been so pleased with the six multidisciplinary engineering-research centers created by the National Science Foundation last spring that they would like to see the concept expanded by other agencies.

Some science leaders have expressed concern, however, that such centers could reduce support for projects generated by

Continued on Page 7, Column 2

'Spirit of Geneva' Is Seen Fostering Scholar Exchanges

By MALCOLM G. SCULLY

Prospects for expanded communication between American and Soviet scholars appear to have improved significantly since the Geneva summit, according to representatives of the American Council of Learned Societies who signed a new five-year exchange agreement in Moscow this month.

"We found the Soviets more readily outgoing than in the past," said Robert M. Lumiansky, president of the A.C.L.S. and one of the signers of the agreement. "I think they see the events at the summit as forming a framework for much more relaxed and expanded give and take between the two countries."

'Word Has Gone Out in Moscow'

Allen H. Kassof, executive director of the International Research and Exchanges Board, a New York agency that administers the scholarly exchanges, added, "There is no question that the word has gone out in Moscow that there is now to be a positive relationship in dealing with the United States. This has happened very quickly after the summit."

The agreement negotiated between the A.C.L.S. and the Soviet Academy of Sciences is not technically part of the cultural exchange accord approved by President

Continued on Page 40, Column 1

Faculty Members Uneasy, New Data Show

Continued From Page 1

life is due to a perception that higher education [illegible] desire to find a new [illegible].

[illegible] Carnegie Foundation for the Advancement of Teaching [illegible] Ernest L. Boyer [illegible] About 40 per cent [illegible] and nearly 40 per cent say they might leave academe within five years.

Comparing data from the current survey indicate that although interest in faculty unions [illegible] professionalism [illegible] faculty members [illegible] collective bargaining [illegible] their professional problems.

About half of the respondents in the latest survey agree that collective bargaining is likely to improve faculty salaries and benefits, that faculty members should be "more militant in defending their interests," and that [illegible].

[illegible]

The proportion [illegible] dropped from about [illegible] per cent in the [illegible] survey to about [illegible] per cent. Meanwhile, the proportion [illegible] about 48 per cent in the [illegible] survey.

'Worrisome,' Boyer Says

In an interview last week, Mr. Boyer [illegible] "worrisome" [illegible] dissatisfaction [illegible].

[illegible]

At the same time, however, Mr. Boyer [illegible] for faculty promotion.

[illegible]

Mr. Boyer [illegible] teaching and research [illegible] professional travel.

"How can we invest in the human capital on campus?" he asked, stressing that faculty members need

Ernest L. Boyer: Teaching in college should provide more opportunities for professional satisfaction and reward.

a sense of excitement and continued growth—and a feeling that they matter.

"I don't think that faculty should [illegible] here," the Carnegie president added. But he said a possible lesson to be drawn from the survey is that colleges must demonstrate to their faculties that professional development is a priority.

The importance that is generally attached to faculty research and publication as criteria for tenure is clearly shown in the latest survey, but with sizable variations among different types of institutions.

On the whole, about [illegible] per cent of [illegible] agree that it is difficult [illegible] to get tenure in their department [illegible] if they don't publish. But the proportion holding that opinion ranges from about 87 per cent at major research universities to about 54 per cent at "comprehensive" colleges and universities, 18 per cent at liberal-arts colleges, and less than 8 per cent at two-year institutions.

Meanwhile, the overall record of [illegible] publication is not nearly as [illegible]. About a third of all faculty members say they have never had any articles published in academic or professional journals. About [illegible] per cent [illegible] in collaboration with someone else, and a similar proportion are not currently doing any scholarly research that they expect to lead to publication.

Consistent with the different nature of academic institutions, [illegible] universities and other four-year institutions than at two-year colleges, the survey results show.

Views Vary on Core Curriculum

Other areas in which responses vary substantially from one type of institution to another include the curriculum, campus finances, and attitudes about working conditions.

For instance, about two-thirds of the faculty members at two-year colleges and four-year liberal-arts colleges favor having a required core curriculum for undergraduates, compared with about 50 per cent at research universities. And while nearly half of those at research universities say their institutions have serious financial problems, fewer than 40 per cent of those at two-year institutions agree.

Further, more than three-fourths of the faculty members at liberal-arts colleges say they have "a great deal" or "quite a bit" of opportunity to influence their department's policies, compared with fewer than 60 per cent at other types of four-year institution.

Slight Increase in Conservatism

Politically, about 40 per cent of all faculty members characterize themselves as left or liberal; nearly 34 per cent say they are moderately or strongly conservative; and the rest identify with the "middle of the road." The results show a slight increase in conservatism since the 1975 survey.

About 41 per cent say they are Protestant, about 14 per cent say they are Catholic, and close to 6 per cent say they are Jewish. Thirty per cent say they have no present religion, and 39 per cent say they are either indifferent or opposed to religion.

The latest survey also produced these overall findings on social and educational issues:

► About half the respondents are "very apprehensive" about the future of the United States, although about 75 per cent say they are optimistic about their students' future.

► About 44 per cent, including more than half the men, basically agree that affirmative action is unfair to white males. About 88 per cent oppose relaxing "normal academic requirements" in appointing members of minority groups to the faculty.

► About 70 per cent say scientists should publish their findings regardless of the possible consequences.

► More than one-third, including nearly 29 per cent of those who have tenure, believe that abolishing tenure would improve the quality of higher education, although nearly half do not agree that academic freedom would be protected on their own campuses regardless of whether faculty members could get tenure. Even so, about 84 per cent support the right of classroom teachers to present "any idea that they consider relevant."

► About 80 per cent believe that universities have a responsibility to contribute to their communities' economic development, but about 10 per cent say performing sponsored research for a private company is not a proper university activity.

► About 54 per cent agree that academic research on the "genetic bases for intelligence differences" should be encouraged.

► About 34 per cent agree that faculty members who become administrators "lose sight of what it means to teach or do research."

► 53 per cent would like to see less emphasis on specialized training and more emphasis on liberal education.

► About 36 per cent say that, in 10 years from now, colleges and universities will be less important to society's [illegible] for deficiencies in [illegible] education.

The 1984 survey was conducted by Opinion Research Corporation in connection with a two-year study of undergraduate education by the Carnegie Foundation. Mr. Boyer's book, *College: The Undergraduate Experience in America*, is expected to be published next year, possibly in the fall, by Harper & Row. Publication of a statistical report through Princeton University Press is also being planned.

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THE COOLIDGE RESEARCH COLLOQUIUM

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invites applications to be one of twenty-five Jewish and
Christian participants from intellectuals
in or out of the academy.

to work on an individual project at the intersection of intellec-tual and religious concerns (grounded in a religious tradition) and to share in dialogue and worship together.

The Colloquium provides participants with room, board, ac-ces both to library and other facilities and to three resource-theologians, Jewish, Catholic, Protestant, who will foster regular religious life according to their own traditions, present lectures and dialogues for the whole group, and be available to individual participants for consultation/tutorials (the Colloqu-um regrets that it cannot pay travel). The resource theologians are Rabbi Richard Levy, poet, editor, and director of the Los Angeles Hillel Council; Sister Mary Luke Tobin, S.L., former superior of the Convent of the Sisters of Loretto at the Foot of the Cross, friend and advisor of Thomas Merton, now residing in Denver, Colorado; and Dr. Gene Klaaren, department of religion, Wesleyan College, especially interested in religious reflection on creation.

Applicants are to be persons interested in sharing a common life as the context for their individual research. Applications are to be letters, which present (1) a succinct account of education, employment, and accomplishments relevant to either the Colloquium in general or the proposal in particular; (2) a description of the proposal (focused on a problem present at a meeting place between religious and disciplinary or interdisciplinary concerns; and (3) the names, titles, institutional addresses and telephones of two references. **Applications go to Elizabeth B. & R. Melvin Keiser, Coolidge Research Colloquium, 815 Dalley Madison Road, Greensboro, NC 27410 (919-292-5616) by the deadline February 1, 1986.** Participants will be notified by March 1. When participants are notified of acceptance, they are to reserve their position by paying a $100 deposit fee, to be refunded at the end of the Colloquium.

The Coolidge Research Colloquium is a program of Associates for Religion and Intellectual Life (ARIL) whose purpose is to help Jews and Christians explore the relation of their religious commitment to their intellectual work. Other ARIL programs are *Religion & Intellectual Life* (a substantial quarterly journal), the *Annual Associates Consultation* (a four-day members' conference), and local regional conferences. Annual membership dues are $25.00. Associates of Religion and Intellectual Life, College of New Rochelle, New Rochelle, New York 10801

FACT-FILE

Who Faculty Members Are, and What They Think

A profile of the professoriate, based on results of a 1984 Carnegie Foundation survey

Characteristics

Age as of Dec. 31, 1984:

19 or younger	[illegible]
20-24	[illegible]
25-29	1.4%
30-34	[illegible]
35-39	[illegible]
40-44	[illegible]
45-49	[illegible]
50-59	[illegible]
60 or older	[illegible]

Sex:

Male	[illegible]
Female	[illegible]

Race or ethnic group:

White	[illegible]
Black	[illegible]
American Indian	[illegible]
Mexican American	[illegible]
Puerto Rican, other Hispanic	[illegible]
Oriental, other Asian American	[illegible]
Other	[illegible]

Religion in which raised:

Protestant	[illegible]
Catholic	[illegible]
Jewish	[illegible]
Other	[illegible]
None	[illegible]

Present religion:

Protestant	[illegible]
Catholic	[illegible]
Jewish	[illegible]
Other	[illegible]
None	[illegible]

Depth of religious conviction:

Moderately or deeply	[illegible]
Largely indifferent	[illegible]
Opposed to religion	[illegible]

Marital status:

Married	[illegible]
Separated or divorced	[illegible]
Widowed	[illegible]
Never married	[illegible]

Dependent children:

Under 6 years old:	
None	[illegible]
One	[illegible]
Two or more	[illegible]
6 years old and older:	
None	[illegible]
One	[illegible]
Two or more	[illegible]

Present academic rank:

Professor	34.1%
Associate professor	24.5%
Assistant professor	20.6%
Instructor	12.7%
Lecturer	2.4%
No designated rank	4.3%
Other	1.3%

Type of appointment:

Regular with tenure	69.5%
Regular without tenure	25.6%
Acting	1.9%
Visiting	3.0%

Status if not tenured:

Tenure track	50.8%
Job security under collective agreement	7.8%
Neither	41.4%

Full-time gross salary in 1983-84:

Less than $20,000	14.0%
$20,000-$21,999	7.4%
$22,000-$24,999	12.7%
$25,000-$27,999	12.1%
$28,000-$30,999	12.2%
$31,000-$33,999	10.0%
$34,000-$36,999	9.1%
$37,000-$39,999	[illegible]
$40,000 or more	14.8%

Salary basis:

9-10 months	[illegible]
11-12 months	26.0%

Spouse's income in 1983:

None	[illegible]
Less than $10,000	[illegible]
$10,000-$14,999	[illegible]
$15,000-$19,999	[illegible]
$20,000-$24,999	[illegible]
$25,000-$29,999	[illegible]
$30,000-$34,999	[illegible]
$35,000-$39,999	[illegible]
$40,000 or more	[illegible]

Extra annual earnings in recent years (as per cent of salary):

0%	19.2%
Less than 10%	35.2%
10%-19%	20.4%
20%-29%	10.9%
30%-39%	4.2%
40%-49%	1.6%
50% or more	6.4%

A footnote appears on Page 28

Sources of supplementary income:

None	[illegible]
Nonacademic job (summer, consultant, weekends)	11.9%
Part-time teaching or research at another institution	[illegible]
Consulting, other professional activity	[illegible]

Have been a consultant during past two years for:

State or local governmental agencies	38.4%
Private business or industry	34.5%
Non-profit foundation	29.0%
U.S. or foreign government	[illegible]
University-based research project	25.4%
Other	[illegible]

Completed highest degree before children were born [illegible]

Nature of teaching responsibilities: [illegible]

Number of students in courses: [illegible]

Average hours per week devoted to responsibilities:

Undergraduate instruction:	
[illegible]	[illegible]
[illegible]	[illegible]
[illegible] or more	[illegible]
Graduate or professional instruction:	
0-2	[illegible]
3-6	[illegible]
7 or more	12.4%
Scheduled office hours:	
0-2	17.9%
3-6	45.7%
7 or more	36.5%
Administration, committee work:	
0-2	36.2%
3-6	34.0%
7 or more	28.7%
Consulting:	
0-2	[illegible]
3-6	17.0%
7 or more	9.4%
Outside professional practice:	
0-2	76.8%
3-6	10.0%
7 or more	13.2%
Preparation for teaching:	
0-2	12.3%
3-6	34.0%
7 or more	53.7%
Research:	
0-2	39.0%
3-6	20.6%
7 or more	40.4%
Advising students (on matters unrelated to specific course):	
0-2	53.0%
3-6	34.8%
7 or more	12.1%

Number of articles published in academic, professional journals:

None	[illegible]
1-2	[illegible]
3-4	[illegible]
5-10	[illegible]
11 or more	[illegible]

Number of books or monographs published or edited:

None	[illegible]
1-2	[illegible]
3-4	[illegible]
5 or more	[illegible]

Number of professional writings published or accepted for publication in last two years:

None	[illegible]
1-2	[illegible]
3-4	[illegible]
5-10	[illegible]
11 or more	[illegible]

Currently doing research expected to lead to publication 60.8%

Have a working association with a research institute or center at own institution 27.1%

Sources of research support in past year:

Institution, department	51.1%
Federal government	25.6%
State or local government	12.0%
Private foundation	12.6%
Private industry	12.3%
Other	6.5%

People with whom working on research:

Graduate research assistants	36.3%
Post-doctoral fellows, trainees	9.0%
Full-time professional-level research personnel	19.2%

Membership in organizations:

Amer. Assn. of U. Professors	31.5%
Amer. Federation of Teachers	23.1%
Natl. Education Assn. affiliate	31.8%
Local or state association of college teachers	[illegible]
Other association not confined to college teachers	17.5%
Association limited to teachers at own institution (other than academic senate or council)	19.6%

Have had contact with schoolteachers during past year [illegible]

Now working for higher degree 9.9%

Education background:

Degrees now working for:	
Less than bachelor's	1.0%
Bachelor's	4.9%
First professional: law	6.4%
First professional: medicine	[illegible]
Other first professional	7.1%
Master's	[illegible]
Doctor of Arts or equivalent (no dissertation)	2.9%
Ph.D.	[illegible]
Ed.D.	[illegible]
Other doctorate	2.2%
None	[illegible]
Degrees now held:	
Less than bachelor's	8.6%
Bachelor's	84.0%
First professional: law	1.6%
First professional: medicine	2.9%
Master's	74.6%
Doctor of Arts or equivalent (no dissertation)	[illegible]
Ph.D.	48.8%
Ed.D.	7.2%
Other doctorate	1.5%
None	0.4%

Have been a student at a community or junior college 20.2%

Possibilities for different job in the coming fall:

Academic job:	
Negotiating or found and accepted one	[illegible]
Actively looking for one	[illegible]
Would seriously consider reasonable offer	[illegible]
Nonacademic job:	
Negotiating or found and accepted one	[illegible]
Actively looking for one	4.2%
Would seriously consider reasonable offer	[illegible]

Number of members in department (instructor or above):

5 or fewer	[illegible]
6-10	[illegible]
11-20	[illegible]
21-30	[illegible]
31 or more	[illegible]

Change in size of department in past three years:

Somewhat or much larger	28.2%
About the same	53.4%
Smaller	18.5%

Length of chairman's appointment:

Fixed term (three years or less) normally not renewed	[illegible]
Fixed term, with possibility or likelihood of renewal	42.6%
Long or indefinite appointment	44.5%

Role of regular department faculty, including nontenured members, in nonpersonnel decisions:

Faculty vote	54.6%
No faculty vote	19.0%
It varies	26.3%

National professional meetings attended during past year:

None	32.6%
One	29.3%
Two	22.1%
Three	8.8%
Four or more	7.3%

Participate usually or sometimes in campus meetings:

Departmental faculty	92.3%
Faculty senate or equivalent	35.4%
Campus-wide faculty committee	53.0%
Administrative advisory committee	37.2%

Teaching load:

Full load	67.6%
More than half but less than full	12.9%
Half load	8.3%
Less than half load	11.3%

Full-time or part-time status:

Full-time	92.2%
Part-time but more than half-time	2.2%
Half-time	1.6%
Less than half-time	4.0%

Since obtaining highest degree employed for at least six years in:

University teaching	53.4%
Four-year college teaching	26.9%
Junior college or community college teaching	22.4%
Non-faculty college research	1.8%
Postdoctoral fellowship, traineeship	[illegible]
Full-time college administration	[illegible]
Elementary or secondary school	8.4%
Research and development outside educational institution	4.5%
Administrative post outside educational institutions	[illegible]
Other professional position	12.2%
Armed forces	[illegible]
Other position	[illegible]

Spouse's occupations:

College or university teaching, research, administration	13.9%
Schoolteaching, administration	13.3%
Other professional job	17.6%
Owner, large business	0.3%

Continued on Following Page

Disciplinary Backgrounds, Interests of College Teachers

	Department	Primary field of interest	Undergraduate major(s)	Subject of highest degree
Biological sciences				
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	4.3%	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Physiology, anatomy	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
General, other biological sciences	[illegible]	[illegible]	[illegible]	[illegible]
Education				
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Educational administration	[illegible]	[illegible]	[illegible]	[illegible]
Educational psychology	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
General, other education fields	[illegible]	[illegible]	[illegible]	[illegible]
Engineering				
Aeronautical, astronautical	[illegible]	[illegible]	[illegible]	[illegible]
Chemical	[illegible]	[illegible]	[illegible]	[illegible]
Civil	[illegible]	[illegible]	[illegible]	[illegible]
Electrical	[illegible]	[illegible]	[illegible]	[illegible]
Mechanical	[illegible]	[illegible]	[illegible]	[illegible]
General, other engineering	[illegible]	[illegible]	[illegible]	1.2%
Fine Arts				
Art	[illegible]	[illegible]	2.4%	1.8%
Dramatics and speech	[illegible]	1.8%	[illegible]	[illegible]
Music	[illegible]	[illegible]	[illegible]	[illegible]
Other fine arts	[illegible]	[illegible]	0.6%	0.4%
Health sciences				
Dentistry	0.5%	0.4%	0.3%	0.2%
Medicine	[illegible]	1.9%	0.3%	1.9%
Nursing	3.8%	3.5%	3.8%	3.3%
Other health fields	2.1%	2.9%	1.6%	1.5%
Humanities				
English language and literature	8.4%	[illegible]	10.6%	6.6%
Foreign languages and literature:				
French	0.8%	[illegible]	1.9%	0.7%
German	0.4%	0.3%	0.7%	0.4%
Spanish	0.9%	0.8%	1.4%	0.7%
Other foreign language	0.7%	0.6%	0.9%	0.7%
History	2.8%	2.7%	5.1%	2.6%
Philosophy	[illegible]	1.4%	2.5%	1.3%
Religion and theology	0.6%	0.6%	0.5%	0.6%
General, other humanities	0.7%	[illegible]	0.6%	0.5%
Physical sciences				
Chemistry	3.1%	2.8%	5.5%	2.8%
Earth sciences (incl. geology)	1.4%	1.4%	1.3%	1.2%
Physics	[illegible]	[illegible]	3.9%	[illegible]
General, other physical sciences	0.3%	[illegible]	0.4%	0.3%
Social sciences				
Anthropology and archeology	1.0%	1.0%	0.8%	[illegible]
Economics	2.4%	[illegible]	[illegible]	2.5%
Political science, government	[illegible]	[illegible]	2.6%	[illegible]
Sociology	2.4%	[illegible]	[illegible]	2.4%
General, other social sciences	[illegible]	[illegible]	[illegible]	0.9%
Miscellaneous				
Agriculture, forestry	[illegible]	[illegible]	[illegible]	1.8%
Architecture, design	[illegible]	[illegible]	[illegible]	[illegible]
Business, commerce and management	[illegible]	[illegible]	[illegible]	[illegible]
Geography	[illegible]	[illegible]	[illegible]	[illegible]
Home economics	[illegible]	[illegible]	[illegible]	[illegible]
Industrial arts	[illegible]	[illegible]	[illegible]	[illegible]
Journalism	[illegible]	[illegible]	[illegible]	[illegible]
Law	[illegible]	[illegible]	[illegible]	[illegible]
Library sciences	0.4%	[illegible]	[illegible]	[illegible]
Mathematics and/or statistics	[illegible]	[illegible]	[illegible]	[illegible]
Physical and health education	[illegible]	[illegible]	[illegible]	[illegible]
Psychology	[illegible]	[illegible]	4.9%	[illegible]
Social work, social welfare	[illegible]	[illegible]	[illegible]	[illegible]
Vocational-technical	[illegible]	[illegible]	[illegible]	0.4%
All other fields	[illegible]	[illegible]	[illegible]	[illegible]
None	5.0%	[illegible]	[illegible]	[illegible]

FACT-FILE—Continued

Characteristics of College and University Faculty Members

Spouse's occupation—Continued	
Business executive, manager	3.2%
Other administrative job	1.9%
Technical, semi-professional	4.8%
Owner, small business	[illegible]
Other white-collar job (clerical, sales)	4.8%
Skilled wage worker	[illegible]
Semi-skilled or unskilled wage worker, farm laborer	0.4%
Armed forces	0.1%
Homemaker	14.0%
Father's occupation:	
College or university teaching, research, administration	4.7%
Schoolteaching, administration	4.4%
Other professional job	14.2%
Owner, large business	1.7%
Business executive, manager	10.6%
Other executive or administrative job	4.5%
Technical, semi-professional	5.4%
Owner, small business	18.3%
Other white-collar job (clerical, sales)	7.8%
Skilled wage worker	15.3%
Semi-skilled or unskilled wage worker, farm laborer	11.1%
Armed forces	1.9%
Homemaker	0.3%
Mother's occupation:	
College or university teaching, research, administration	1.5%
Schoolteaching, administration	11.3%
Other professional job	4.9%
Owner, large business	0.1%
Business executive, manager	0.7%
Other administrative job	1.1%
Technical, semi-professional	2.3%
Owner, small business	3.2%
Other white-collar job (clerical, sales)	8.5%
Skilled wage worker	3.9%
Semi-skilled or unskilled wage worker, farm laborer	5.1%
Armed forces	—
Homemaker	56.7%
Spouse's education:	
Eighth grade or less	0.2%
Some high school	0.5%
Completed high school	4.8%
Some college	12.8%
College graduate	18.8%
Attended graduate or professional school	11.2%
Attained advanced degree(s)	31.9%
Father's education:	
Eighth grade or less	22.9%
Some high school	12.8%
Completed high school	22.4%
Some college	17.4%
College graduate	4.0%
Attended graduate or professional school	5.8%
Attained advanced degree(s)	14.7%
Mother's education:	
Eighth grade or less	15.2%
Some high school	12.2%
Completed high school	31.3%
Some college	17.1%
College graduate	14.1%
Attended graduate or professional school	4.0%
Attained advanced degree(s)	6.0%

— indicates less than 0.1%

Faculty Attitudes on Social and Educational Issues

Attitudes	All institutions, by sex: Men	Women	Total	All public institutions	All private institutions	4-year institutions: Research universities	Other doctoral institutions	Comprehensive institutions	Liberal-arts colleges	2-year institutions	All institutions, by enrollment: Under 5,000	5,000-9,999	10,000-19,999	20,000 and over
Political views:														
Left	5.8%	5.9%	5.8%	5.6%	6.2%	6.3%	5.8%	6.5%	6.7%	3.9%	5.8%	5.4%	5.9%	5.7%
Liberal	33.1%	37.0%	33.8%	33.4%	35.8%	37.3%	33.0%	35.5%	35.8%	27.8%	33.1%	31.0%	32.2%	37.2%
Middle of the road	26.1%	26.8%	26.6%	26.1%	29.3%	25.9%	27.1%	26.0%	29.3%	27.0%	29.8%	29.3%	25.4%	24.9%
Moderately conservative	29.9%	28.4%	29.6%	30.7%	24.5%	26.6%	29.9%	27.8%	23.9%	36.7%	26.9%	30.2%	32.6%	27.7%
Strongly conservative	[illegible]	2.0%	4.2%	4.3%	4.0%	4.0%	4.2%	4.1%	4.3%	4.6%	4.4%	4.2%	4.0%	4.4%
Interest in teaching and research:														
Very heavy interest in teaching	[illegible]	48.4%	40.1%	39.7%	42.3%	14.7%	24.4%	40.4%	52.2%	69.3%	56.4%	43.0%	44.6%	25.6%
Very heavy interest in research	[illegible]	3.2%	5.9%	5.9%	6.2%	15.6%	7.4%	2.9%	1.9%	0.9%	1.7%	6.2%	3.7%	10.4%
Both, but leaning toward teaching	[illegible]	30.1%	29.7%	29.6%	30.3%	24.7%	38.4%	34.4%	32.6%	23.1%	29.6%	30.4%	30.4%	28.7%
Both, but leaning toward research	[illegible]	18.9%	24.2%	24.9%	21.2%	44.9%	29.8%	22.7%	13.2%	6.7%	12.0%	20.4%	21.4%	35.3%
Agree strongly or with reservations that:														
Despite differences among institutions, academics share common professional values	[illegible]	66.1%	66.4%	66.3%	67.2%	66.4%	68.0%	65.7%	67.3%	66.5%	67.6%	66.8%	64.6%	67.6%
I'm more enthusiastic about my work than when I began	58.2%	61.4%	59.0%	58.6%	61.4%	59.8%	56.9%	58.7%	59.5%	61.2%	59.5%	54.9%	59.9%	60.6%
I feel optimistic about my students' future	[illegible]	[illegible]	73.2%	72.9%	73.7%	74.1%	77.3%	71.2%	70.6%	74.0%	74.4%	72.4%	72.4%	74.0%
I often wish I had entered another profession	19.8%	21.4%	20.1%	20.1%	20.1%	16.0%	20.9%	21.7%	23.3%	20.5%	23.9%	23.3%	21.4%	15.2%
Students now seem more interested in learning than when I started teaching	[illegible]	[illegible]	24.6%	24.7%	24.0%	20.4%	24.9%	22.4%	24.7%	26.7%	24.7%	24.0%	24.3%	24.9%
Students seem to appreciate what I do for them	[illegible]	84.2%	81.9%	81.8%	82.1%	84.4%	81.5%	79.4%	81.5%	82.9%	81.1%	79.4%	82.1%	83.3%
If I had to do it over, I would not become a college teacher	[illegible]	19.2%	21.5%	21.4%	20.4%	18.8%	22.5%	23.7%	20.0%	19.2%	21.8%	24.2%	23.4%	17.4%
I am considering another line of work because my prospects for advancement seem limited now	[illegible]	25.4%	24.2%	24.6%	22.6%	19.5%	22.7%	25.8%	23.4%	26.6%	25.3%	29.9%	23.8%	21.3%
I may leave this profession within five years	[illegible]	41.2%	38.7%	37.9%	38.0%	35.5%	36.6%	39.4%	40.7%	47.2%	43.1%	43.2%	37.4%	33.7%
I feel trapped in a profession with limited opportunities for advancement	[illegible]	29.5%	28.1%	28.5%	28.4%	27.4%	28.3%	30.7%	29.1%	30.7%	30.8%	32.7%	29.8%	22.6%
Faculty meetings in my department are a waste of time	46.7%	40.0%	45.2%	46.7%	38.0%	[illegible]	50.3%	44.5%	34.7%	45.3%	38.4%	43.9%	45.7%	49.8%
Faculty members who become administrators lose sight of what it means to teach or do research	[illegible]	[illegible]	54.4%	52.1%	[illegible]	48.6%	53.7%	56.7%	52.5%	57.2%	52.8%	53.4%	57.0%	52.9%
Academic freedom would be protected at my campus whether faculty members could get tenure or not	[illegible]	[illegible]	[illegible]	49.0%	51.1%	44.4%	49.0%	45.0%	53.9%	54.0%	60.0%	49.3%	48.0%	51.2%
Many young faculty members will leave my institution because it is [illegible]	[illegible]	[illegible]	31.9%	[illegible]	34.8%	35.6%	[illegible]	29.8%	31.9%	18.6%	30.4%	34.9%	32.5%	29.1%
This is a poor time for any young person to begin an academic career	[illegible]	[illegible]	49.7%	49.2%	51.3%	46.1%	50.7%	54.9%	54.5%	45.1%	49.4%	54.4%	50.3%	47.7%
Junior faculty members have too little say in running my department	24.4%	[illegible]	25.9%	26.9%	21.4%	30.0%	28.6%	26.3%	16.3%	23.2%	20.0%	23.7%	27.2%	28.8%
A small group of senior professors at my institution has disproportionate power in decision-making	34.6%	36.2%	33.2%	33.6%	32.7%	36.0%	38.8%	31.8%	29.1%	23.2%	30.1%	32.5%	31.7%	36.7%
Teaching effectiveness, not publication, should be the primary criterion for faculty promotion	[illegible]	75.0%	68.2%	64.2%	70.2%	33.6%	52.8%	71.9%	83.0%	88.0%	84.6%	72.1%	69.5%	47.3%
Age or seniority should be only basis for salary differentiation in the same faculty rank at a given institution	19.9%	26.0%	21.7%	22.5%	19.8%	10.3%	12.6%	21.6%	25.1%	36.8%	27.9%	22.0%	22.9%	16.9%
Faculty members should be free to present in class any idea that they consider relevant	83.6%	85.4%	84.2%	83.0%	85.4%	82.0%	82.8%	85.6%	86.8%	84.4%	86.7%	83.8%	83.5%	83.8%
Members of my department have fundamental differences about the discipline	51.9%	47.7%	50.2%	51.9%	44.7%	54.0%	53.3%	52.2%	43.9%	46.3%	42.9%	47.7%	52.2%	54.6%
Abolition of tenure would improve higher education	32.1%	43.0%	35.7%	34.5%	41.0%	34.2%	36.5%	35.1%	42.4%	35.4%	39.0%	33.1%	35.3%	35.6%
The administration at my institution strongly supports academic freedom	77.1%	75.6%	76.9%	76.1%	80.4%	80.7%	75.4%	74.5%	81.9%	75.4%	79.6%	74.4%	77.0%	78.5%
Collective bargaining by faculty members has no place in a college or university	38.9%	29.1%	36.4%	35.8%	39.1%	48.6%	42.5%	31.6%	34.8%	28.1%	32.4%	31.7%	33.8%	43.2%
Collective bargaining is likely to bring higher salaries and improved benefits	61.1%	65.0%	62.2%	61.8%	63.9%	54.2%	59.0%	65.3%	65.2%	66.2%	66.1%	68.3%	64.4%	55.0%
Faculty members should be more militant in defending their interests	56.7%	55.2%	57.7%	58.2%	55.3%	54.7%	55.9%	61.2%	55.3%	57.7%	55.1%	57.8%	59.7%	57.0%
There are circumstances where a faculty strike is legitimate	52.0%	51.2%	51.8%	51.8%	51.5%	43.2%	49.7%	56.5%	52.6%	54.6%	51.3%	57.1%	53.1%	48.2%
Normal academic requirements should be relaxed in appointment of minority-group faculty members	11.8%	12.6%	11.9%	11.4%	14.0%	13.8%	12.2%	13.8%	15.8%	6.2%	14.0%	11.8%	9.7%	13.2%
Affirmative action is causing serious strains in my department	16.6%	14.9%	16.2%	17.1%	11.9%	15.0%	17.9%	18.8%	9.7%	15.3%	11.7%	17.3%	18.4%	15.9%
Affirmative action is unfair to white males	51.3%	24.1%	44.1%	45.5%	37.3%	40.2%	41.3%	44.2%	36.6%	51.7%	39.2%	44.1%	46.8%	43.9%
There are more part-time and adjunct faculty members at my institution today than there were five years ago	63.4%	68.5%	64.7%	65.8%	59.5%	51.6%	58.7%	65.6%	61.9%	79.8%	65.0%	64.0%	67.5%	62.2%
Part-time and adjunct faculty members fill jobs at my institution that would otherwise be filled by regular faculty members	51.7%	55.8%	52.8%	54.5%	54.8%	35.6%	47.5%	55.0%	55.2%	71.4%	50.8%	53.7%	58.9%	47.2%
One should insulate academic work from personal values	33.6%	27.3%	32.2%	33.0%	28.1%	29.4%	33.6%	33.0%	25.5%	35.4%	28.8%	35.0%	32.4%	32.5%
Scientists should publish findings regardless of the possible consequences	72.1%	62.6%	69.5%	70.1%	66.5%	71.5%	72.8%	67.8%	62.7%	70.3%	65.2%	70.0%	68.4%	72.5%
In my subject, a person's teaching and research inevitably reflect his or her political values	28.0%	27.9%	27.9%	26.7%	33.2%	22.3%	28.4%	29.7%	33.7%	29.0%	32.2%	29.5%	28.5%	24.3%
Big-contract research is more a source of money and prestige than an effective way of advancing knowledge	66.4%	67.8%	66.8%	66.8%	66.3%	57.9%	73.5%	68.7%	72.0%	68.3%	70.2%	64.6%	68.6%	64.2%
I prefer teaching courses in limited specialties	42.9%	49.1%	44.8%	45.2%	43.1%	47.2%	49.3%	43.5%	39.4%	43.7%	43.4%	43.4%	44.5%	46.5%
My department unduly stresses research at the cost of preparing college teachers	16.0%	16.5%	16.0%	16.8%	12.2%	27.5%	28.9%	13.4%	8.1%	4.1%	7.1%	13.1%	15.0%	22.9%

	All institutions, by sex			All public institutions	All private institutions	4-year institutions				2-year institutions	All institutions, by enrollment			
	Men	Women	Total			Research universities	Other doctoral institutions	Comprehensive institutions	Liberal-arts colleges		Under 5,000	5,000-9,999	10,000-19,999	20,000 and over
Agree strongly or with reservations that:														
In teaching undergraduates, I prefer those who are clear about career goals	[illegible]	46.9%	46.8%	49.5%	38.4%	42.2%	49.2%	44.5%	38.7%	55.1%	47.2%	45.6%	48.8%	44.9%
Exciting developments are taking place in my field	84.8%	86.6%	85.2%	[illegible]	83.0%	88.6%	85.0%	84.6%	88.8%	84.6%	82.6%	84.6%	85.6%	86.3%
My field is too research oriented	[illegible]	[illegible]	14.3%	14.6%	16.7%	12.9%	17.9%	17.4%	16.4%	11.6%	16.2%	15.5%	16.2%	13.3%
I consider myself an intellectual	[illegible]	[illegible]	[illegible]	76.7%	79.7%	80.6%	78.9%	78.2%	78.6%	76.5%	79.5%	76.3%	78.2%	79.2%
New developments in my field are not very interesting to me	12.5%	11.5%	11.2%	11.9%	11.6%	8.8%	11.0%	12.4%	13.8%	11.4%	11.7%	12.2%	13.0%	8.5%
My job is the source of considerable personal strain	37.9%	40.2%	38.7%	38.2%	40.2%	40.7%	42.6%	37.7%	41.4%	34.9%	39.7%	38.3%	37.4%	39.7%
I tend to subordinate all aspects of my life to my work	36.9%	[illegible]	[illegible]	[illegible]	40.0%	41.1%	40.7%	34.8%	38.8%	32.5%	38.8%	35.8%	35.6%	37.6%
I hardly ever get time to give a piece of work the attention it deserves	[illegible]	[illegible]	44.5%	[illegible]	35.7%	47.0%	45.3%	46.7%	48.6%	35.9%	43.8%	43.7%	45.4%	41.3%
I enjoy informal interaction with students outside class	90.8%	90.4%	90.5%	[illegible]	93.9%	90.0%	90.2%	90.7%	[illegible]	89.2%	93.3%	89.3%	90.8%	89.1%
I frequently invite students to my home	31.2%	30.9%	[illegible]	[illegible]	44.7%	33.1%	30.9%	38.5%	41.1%	21.1%	40.7%	35.6%	29.6%	27.0%
Most students expect too much attention	16.9%	17.0%	[illegible]	[illegible]	22.4%	19.9%	18.1%	18.8%	20.9%	14.7%	22.4%	15.4%	17.6%	18.9%
Students should seek out faculty members only during posted office hours	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	24.4%	25.9%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	24.9%	25.1%
Teaching would be easier at my institution if students were better prepared before admission	83.8%	86.1%	84.4%	[illegible]	77.8%	[illegible]	[illegible]	86.8%	83.8%	89.2%	[illegible]	[illegible]	83.1%	81.3%
My institution spends too much time and money teaching what students should have learned in high school	68.5%	66.7%	[illegible]	[illegible]	56.4%	[illegible]	59.2%	68.3%	54.2%	[illegible]	[illegible]	66.6%	[illegible]	65.8%
Abolition of grades would improve undergraduate education	10.4%	10.5%	10.4%	[illegible]	11.1%	[illegible]	11.8%	11.4%	[illegible]	10.9%	[illegible]	[illegible]	[illegible]	9.8%
Less emphasis on specialized training and more on broad liberal education would improve undergraduate education	[illegible]	54.5%	[illegible]	[illegible]	60.7%	[illegible]	49.1%	[illegible]	[illegible]	34.8%	[illegible]	[illegible]	49.0%	54.6%
Faculty specialization has hurt the undergraduate curriculum	43.3%	[illegible]	41.3%	[illegible]	44.6%	[illegible]	43.3%	[illegible]	[illegible]	[illegible]	44.4%	39.1%	39.4%	42.1%
Graduate education in my field is doing a good job of training	75.0%	75.4%	75.0%	[illegible]	[illegible]	81.7%	76.2%	[illegible]	[illegible]	[illegible]	77.4%	[illegible]	74.8%	76.6%
It's very hard to get tenure in my department without publishing	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	84.8%	64.2%	[illegible]	[illegible]	[illegible]	43.9%	[illegible]	74.9%
It's harder to get tenure in my department than it was five years ago	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	76.2%	66.9%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	73.6%
It has become much harder to get research support in my field in the last two or three years	69.4%	[illegible]	[illegible]	[illegible]	[illegible]	74.9%	[illegible]	72.2%	[illegible]	[illegible]	60.8%	66.5%	73.3%	71.8%
Undergraduates at my institution are not getting as good an education as they were five years ago	21.0%	21.8%	21.6%	[illegible]	[illegible]	20.8%	21.2%	15.4%	14.8%	26.6%	23.5%	24.7%	22.6%	25.3%
On the whole, faculty salaries at my institution have kept up with inflation	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	21.5%	21.0%	20.9%	26.8%	29.1%	26.4%	25.9%	20.3%	23.6%
My institution has serious financial problems	[illegible]	44.0%	[illegible]	[illegible]	40.7%	48.7%	49.0%	51.6%	43.2%	39.4%	42.4%	51.8%	46.7%	44.2%
Some tenured faculty members at my institution will lose their jobs in the next five years for a lack of funds	[illegible]	[illegible]	[illegible]	[illegible]	26.8%	19.4%	22.0%	33.6%	[illegible]	31.7%	31.8%	37.9%	[illegible]	22.1%
My department has made significant changes in graduate courses because of a tighter job market	[illegible]	44.4%	[illegible]	[illegible]	[illegible]	30.8%	[illegible]	[illegible]	[illegible]	[illegible]	37.1%	40.6%	30.4%	38.5%
A scholar's goal is to advance knowledge without regard for the implications for society	[illegible]	[illegible]	[illegible]	[illegible]	49.8%	53.0%	50.8%	50.7%	48.5%	49.2%	46.1%	48.9%	50.6%	55.5%
Government research funds should be allocated to universities on the basis of the need to solve significant social problems	[illegible]	[illegible]	[illegible]	[illegible]	60.1%	49.1%	59.6%	67.0%	60.0%	66.8%	64.1%	60.8%	59.5%	57.9%
Sponsored research for a private company is not a proper university activity	[illegible]	[illegible]	[illegible]	[illegible]	32.6%	26.8%	33.0%	29.9%	39.1%	35.9%	36.8%	29.4%	32.9%	28.4%
Universities have a responsibility to contribute to the economic development of their communities	79.0%	80.3%	79.5%	[illegible]	76.0%	[illegible]	78.8%	80.1%	80.5%	86.0%	83.1%	79.5%	79.7%	77.9%
Scientific progress these days is more of a threat than a positive contribution to human welfare	13.0%	15.1%	13.5%	[illegible]	14.9%	9.9%	13.8%	14.3%	16.1%	17.5%	15.2%	13.3%	13.3%	12.2%
I'm very apprehensive about the country's future	51.4%	49.1%	[illegible]	[illegible]	[illegible]	46.9%	48.0%	50.6%	49.9%	50.1%	53.9%	48.6%	48.6%	52.4%
Academic research on the genetic basis of difference in intelligence should be encouraged	56.3%	[illegible]	54.4%	[illegible]	56.4%	54.6%	55.0%	53.1%	47.6%	50.6%	50.5%	58.2%	56.4%	55.1%
Affirmative action has increased the number of women on my institution's faculty	[illegible]	[illegible]	[illegible]	[illegible]	74.3%	79.3%	72.6%	[illegible]	[illegible]	[illegible]	70.7%	77.3%	74.7%	74.9%
Affirmative action has increased the number of minority-group members on my institution's faculty	58.9%	46.6%	56.7%	[illegible]	50.0%	[illegible]	57.0%	58.9%	[illegible]	58.4%	53.9%	60.4%	58.7%	60.0%
I am satisfied with the results of affirmative action at my institution	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	59.2%	[illegible]	56.9%	63.9%	58.4%	61.4%	58.7%	56.9%
My institution is as interested now as it was five years ago in increasing the numbers of women and minority-group members on the faculty	[illegible]	58.4%	[illegible]	[illegible]	[illegible]	73.4%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	70.9%	70.0%	73.1%
Goals considered very important or fairly important for undergraduates:														
Appreciation of literature and the arts	[illegible]	[illegible]	[illegible]	[illegible]	94.8%	87.5%	90.1%	91.2%	97.2%	87.9%	93.6%	87.0%	89.5%	89.5%
Firm moral values	[illegible]	[illegible]	[illegible]	[illegible]	91.1%	73.2%	77.2%	82.7%	89.4%	79.9%	86.7%	83.1%	80.9%	72.8%
Enhanced creative capacities	90.4%	[illegible]	[illegible]	[illegible]	90.0%	91.2%	89.7%	90.3%	89.1%	89.6%	90.8%	89.4%	89.3%	91.1%
Competence in mathematics	[illegible]	[illegible]	91.4%	[illegible]	88.8%	90.9%	89.9%	91.8%	89.2%	92.7%	90.4%	90.0%	91.5%	91.0%
Preparation for a career	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	73.7%	79.8%	77.7%	73.7%	85.8%	79.1%	77.3%	80.2%	77.1%
Tolerance of diversity	[illegible]	[illegible]	[illegible]	[illegible]	94.7%	93.2%	94.0%	95.2%	96.1%	93.4%	94.6%	93.1%	93.1%	94.3%
Self-knowledge	[illegible]	93.8%	[illegible]	[illegible]	92.5%	90.3%	93.4%	94.2%	94.6%	90.5%	94.2%	92.3%	93.8%	90.7%
Knowledge of one subject in depth	[illegible]	84.0%	[illegible]	[illegible]	83.4%	81.1%	81.8%	84.1%	83.5%	78.4%	83.1%	85.2%	81.3%	79.4%
Aspects of higher education that are very important or fairly important personally:														
Own discipline	[illegible]	[illegible]	[illegible]	[illegible]	97.2%	97.3%	94.4%	96.4%	98.1%	93.4%	96.1%	96.9%	97.6%	93.0%
Own department	[illegible]	[illegible]	[illegible]	[illegible]	88.0%	86.5%	86.6%	82.9%	91.8%	83.9%	87.6%	85.3%	85.6%	83.1%
Own institution	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	74.0%	76.1%	78.8%	88.5%	83.5%	84.5%	79.4%	78.9%	75.4%
Relationship with students	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	90.0%	95.4%	96.2%	97.6%	96.5%	96.8%	95.7%	96.9%	94.2%
National or international professional associations	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	61.4%	55.3%	[illegible]	[illegible]	[illegible]	[illegible]	56.3%	56.0%	55.7%
General feeling about own institution:														
Very good place for me	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	44.9%	[illegible]	[illegible]	[illegible]	46.8%	[illegible]	[illegible]	[illegible]	42.3%
Fairly good for me	[illegible]	[illegible]	[illegible]	39.8%	44.1%	47.9%	[illegible]	[illegible]	44.9%	44.9%	45.4%	[illegible]	49.4%	49.3%
Not the place for me	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10.0%	[illegible]	[illegible]	6.4%	8.6%	12.0%	11.0%	8.3%
Views about the institution's undergraduate program:														
Composition of the curriculum:														
General education requirements:														
Too little	[illegible]	[illegible]	[illegible]	[illegible]	30.0%	26.0%	25.4%	21.1%	27.2%	[illegible]	19.6%	21.0%	25.2%	26.2%
About right	66.4%	65.7%	[illegible]	66.9%	[illegible]	68.3%	64.9%	65.7%	69.1%	69.3%	71.6%	69.2%	66.2%	65.0%
Too much	[illegible]	[illegible]	[illegible]	8.6%	9.2%	[illegible]	9.6%	12.4%	9.6%	[illegible]	8.5%	7.8%	8.6%	9.0%
Requirements for a major:														
Too little	[illegible]	[illegible]	14.6%	14.8%	19.9%	10.1%	15.3%	15.6%	13.6%	17.2%	15.4%	13.4%	14.4%	14.9%
About right	[illegible]	[illegible]	77.2%	77.4%	78.2%	80.4%	77.1%	76.0%	79.4%	77.1%	78.4%	76.7%	79.0%	76.5%
Too much	[illegible]	7.8%	[illegible]	7.8%	6.0%	9.4%	7.6%	8.4%	6.0%	5.7%	6.1%	9.9%	5.6%	8.6%
Requirements for preprofessional programs:														
Too little	13.3%	14.0%	13.4%	13.9%	10.7%	10.3%	13.6%	12.8%	11.0%	17.7%	12.0%	12.3%	14.3%	13.7%
About right	75.2%	75.1%	75.5%	75.6%	75.3%	77.4%	72.0%	73.1%	77.5%	78.1%	78.3%	74.1%	75.4%	74.9%
Too much	11.5%	10.9%	11.1%	10.5%	14.0%	12.3%	14.4%	14.1%	11.5%	4.2%	9.7%	13.7%	10.3%	11.4%
Electives in the major:														
Too little	25.7%	33.4%	27.5%	27.4%	27.8%	21.2%	31.3%	29.4%	29.8%	28.2%	28.6%	27.0%	29.6%	25.0%
About right	68.9%	62.6%	67.5%	67.5%	67.6%	72.7%	65.9%	64.8%	66.6%	67.4%	67.0%	66.7%	66.3%	69.5%
Too much	5.4%	4.0%	5.0%	5.1%	4.6%	6.1%	2.8%	5.8%	3.6%	4.3%	4.5%	6.4%	4.1%	5.5%
Electives outside the major:														
Too little	26.2%	34.8%	28.3%	29.2%	24.0%	27.2%	32.2%	29.7%	22.7%	27.2%	24.5%	28.1%	29.1%	29.6%

Continued on Following Page

FACT-FILE—Continued

Attitudes

	All institutions, by sex					4-year institutions					All institutions, by enrollment			
Views of the undergraduate program—continued	Men	Women	Total	All public institutions	All private institutions	Research universities	Other doctoral institutions	Comprehensive institutions	Liberal-arts colleges	2-year institutions	Under 5,000	5,000-9,999	10,000-19,999	20,000 and over
Electives outside the major—Continued														
About right	65.5%	57.0%	64.1%	62.9%	69.7%	66.5%	59.7%	63.1%	70.5%	63.7%	67.1%	64.0%	63.8%	62.4%
Too much	[illegible]	6.0%	7.6%	7.9%	6.8%	6.2%	8.1%	7.2%	6.8%	9.7%	8.3%	7.3%	7.1%	7.9%
Requirements beyond the major should be like:														
A common core curriculum	[illegible]	[illegible]	59.0%	58.5%	61.6%	[illegible]	57.4%	59.4%	65.8%	65.7%	67.7%	61.7%	59.4%	52.7%
Broader requirements	[illegible]	[illegible]	35.4%	39.0%	35.5%	46.5%	41.3%	38.7%	30.4%	31.1%	29.0%	35.9%	36.5%	44.5%
No required courses	[illegible]	[illegible]	3.0%	2.5%	3.1%	3.0%	1.3%	1.9%	4.0%	3.2%	3.2%	2.4%	2.1%	2.8%
Other views about the institution														
Following should be rated poor or less than adequate:														
Providing students with general education	20.2%	18.6%	19.9%	20.9%	17.9%	11.8%	19.2%	21.4%	13.8%	20.7%	14.5%	20.1%	20.8%	20.6%
Preparing students for a vocation	[illegible]	[illegible]	9.7%	9.2%	10.3%	8.1%	9.1%	10.8%	19.3%	7.1%	14.4%	8.6%	8.7%	8.9%
Providing electives for exploring personal interests	21.7%	23.1%	22.4%	21.5%	16.9%	19.5%	20.6%	24.2%	16.6%	24.3%	20.2%	20.6%	21.5%	22.1%
Providing arts electives	[illegible]	25.7%	25.0%	25.7%	21.8%	24.9%	26.6%	25.5%	19.8%	24.4%	24.5%	29.7%	21.9%	26.2%
Teaching ethics	[illegible]	28.8%	30.6%	33.3%	19.0%	28.5%	31.0%	30.4%	16.2%	34.9%	21.4%	33.0%	32.2%	32.7%
Present academic standards should be somewhat or much higher for:														
Undergraduate admission	62.1%	64.2%	62.8%	66.0%	57.1%	53.0%	59.6%	60.6%	65.8%	58.6%	64.5%	63.3%	65.1%	59.7%
Bachelor's degrees	[illegible]	49.7%	52.2%	52.6%	56.2%	46.4%	59.0%	62.1%	57.4%	24.1%	53.6%	53.9%	52.4%	50.3%
Graduate admission	41.1%	39.5%	42.9%	44.0%	37.9%	44.9%	51.2%	52.7%	30.2%	8.5%	32.7%	44.1%	46.0%	43.2%
Advanced degrees	41.6%	36.7%	43.8%	45.1%	38.6%	47.5%	53.3%	51.8%	29.2%	10.0%	31.5%	43.9%	45.7%	45.7%
The following should be rated fair or poor:														
Own salary	59.0%	64.9%	60.7%	61.3%	57.6%	55.6%	61.7%	66.6%	58.6%	58.0%	59.7%	64.0%	63.7%	56.6%
Own department's reputation outside the institution	36.8%	31.7%	35.1%	35.3%	34.1%	28.6%	42.1%	41.3%	34.3%	30.0%	32.7%	34.6%	39.7%	31.9%
Intellectual environment	54.3%	52.7%	53.9%	55.6%	48.2%	36.3%	56.1%	60.4%	50.1%	63.0%	53.1%	56.7%	59.7%	47.3%
Faculty salary levels	67.3%	62.6%	66.8%	69.7%	64.7%	64.5%	66.1%	75.2%	65.9%	60.9%	67.7%	71.5%	73.0%	64.0%
Teaching load	59.3%	64.9%	61.2%	61.9%	58.1%	46.6%	64.6%	68.5%	62.6%	61.6%	62.8%	66.5%	66.5%	52.3%
Ratio of teaching faculty to students	54.3%	49.7%	53.3%	58.2%	30.1%	54.1%	59.4%	57.7%	23.9%	53.2%	33.7%	51.4%	58.0%	59.8%
The administration	66.4%	64.6%	65.4%	67.1%	67.3%	62.0%	67.6%	72.2%	[illegible]	62.2%	57.9%	70.0%	70.2%	62.3%
My department's intellectual environment	42.7%	41.0%	42.2%	43.6%	36.0%	35.7%	45.9%	46.3%	35.4%	43.6%	37.0%	40.4%	45.6%	42.3%
Personal faculty relations in my department	33.5%	36.3%	34.4%	35.8%	28.0%	35.4%	41.3%	37.5%	26.4%	28.6%	26.0%	34.5%	38.3%	35.0%
Academic ability of my department's graduate students	48.3%	44.1%	47.2%	48.5%	36.5%	35.1%	51.4%	55.1%	43.6%	53.9%	43.3%	50.7%	51.1%	43.4%
Academic ability of my department's undergraduates	60.2%	56.1%	59.3%	62.6%	43.3%	45.1%	59.2%	60.2%	48.1%	75.3%	53.5%	57.7%	62.9%	59.4%
My institution has responded to decreased enrollments and/or financing by taking these measures:														
Cut academic programs	63.7%	65.6%	64.4%	65.5%	58.4%	61.6%	64.0%	66.8%	53.6%	67.2%	59.0%	69.3%	64.9%	64.1%
Left staff vacancies open	76.3%	74.3%	75.6%	77.9%	62.9%	76.1%	75.2%	76.8%	62.7%	77.4%	66.8%	79.3%	77.6%	75.9%
Restricted enrollment	26.2%	20.2%	24.5%	26.8%	11.9%	33.5%	25.9%	27.4%	10.6%	14.9%	9.4%	20.3%	23.9%	34.6%
Laid off some nontenured faculty members	40.9%	44.1%	41.5%	42.1%	38.5%	31.7%	37.7%	52.4%	37.8%	38.8%	40.2%	54.2%	42.2%	34.8%
Laid off some tenured faculty members	10.8%	11.0%	10.8%	10.5%	12.4%	4.3%	9.1%	14.8%	13.8%	11.5%	12.7%	19.1%	10.4%	6.0%
Frozen or reduced academic salaries	36.7%	40.5%	37.6%	38.8%	30.7%	44.8%	34.7%	34.0%	32.1%	38.3%	35.9%	30.7%	38.2%	41.1%
Asked some faculty members to retire early	41.4%	38.8%	40.7%	40.3%	42.6%	31.0%	44.8%	46.8%	40.3%	39.7%	37.7%	45.3%	42.2%	38.2%
I have a great deal or quite a bit of opportunity to influence policies of:														
My department	59.8%	57.8%	59.9%	57.9%	69.0%	53.5%	56.9%	59.6%	76.1%	62.6%	70.7%	62.2%	59.6%	53.2%
My institution	11.2%	13.4%	13.3%	11.9%	20.0%	9.3%	10.1%	12.1%	25.9%	16.7%	22.9%	11.3%	12.2%	10.4%
Administration is somewhat or very autocratic in:														
My department	29.9%	31.6%	30.3%	31.7%	23.8%	31.7%	33.4%	28.6%	18.6%	28.5%	22.8%	26.8%	29.5%	36.8%
My institution	66.6%	66.9%	66.7%	68.3%	58.9%	66.3%	68.0%	61.7%	49.3%	65.5%	57.1%	70.1%	68.2%	68.5%
Other views														
My work situation today is much better or somewhat better than it was five years ago in terms of:														
Teaching load														
Somewhat or much better	17.8%	22.9%	19.4%	18.9%	22.0%	21.9%	26.1%	19.0%	17.8%	14.9%	19.0%	17.2%	18.3%	21.9%
About the same	63.0%	55.6%	61.0%	61.0%	60.8%	62.7%	54.5%	61.1%	60.2%	62.5%	60.4%	62.3%	61.2%	60.5%
Somewhat or much worse	19.2%	21.5%	19.6%	20.0%	17.3%	15.3%	19.3%	19.9%	22.0%	22.5%	20.7%	20.6%	20.6%	17.6%
Department morale														
Somewhat or much better	23.7%	27.6%	24.6%	23.7%	29.1%	26.5%	26.9%	23.3%	29.3%	22.1%	26.0%	21.8%	22.5%	26.2%
About the same	37.3%	28.7%	35.5%	35.0%	37.8%	35.5%	31.2%	34.6%	37.5%	38.0%	37.6%	35.8%	35.1%	34.6%
Somewhat or much worse	38.9%	43.7%	39.9%	41.3%	33.1%	38.1%	42.4%	42.2%	33.3%	39.8%	34.4%	42.3%	42.4%	39.2%
Students' job prospects														
Somewhat or much better	23.7%	21.9%	23.5%	23.6%	22.8%	22.5%	23.6%	23.0%	20.6%	25.8%	21.6%	22.9%	25.2%	22.9%
About the same	40.4%	33.8%	38.6%	38.1%	41.2%	40.4%	39.4%	38.5%	42.4%	35.8%	40.8%	40.4%	37.3%	38.0%
Somewhat or much worse	35.9%	44.3%	37.9%	38.4%	36.0%	37.1%	37.0%	38.6%	37.0%	38.6%	37.4%	36.8%	37.5%	39.1%
The library														
Somewhat or much better	38.4%	42.7%	40.0%	39.2%	44.0%	36.6%	41.5%	37.8%	47.4%	42.7%	45.9%	37.4%	39.4%	38.6%
About the same	39.3%	36.9%	38.4%	37.9%	40.4%	37.6%	35.2%	38.2%	38.8%	40.8%	39.9%	40.9%	36.2%	38.5%
Somewhat or much worse	22.2%	20.5%	21.7%	23.0%	15.7%	25.8%	23.4%	24.0%	13.8%	16.5%	14.1%	21.7%	24.4%	22.8%
Predicted importance of colleges and universities in 10 years:														
As centers for research														
More	39.8%	45.4%	41.1%	42.4%	34.9%	43.2%	44.0%	39.3%	33.4%	42.7%	39.3%	37.8%	40.8%	44.0%
About the same	52.7%	46.5%	51.2%	50.1%	56.4%	48.8%	48.2%	52.1%	58.3%	51.5%	53.7%	53.7%	51.0%	48.9%
Less	7.6%	8.1%	7.7%	7.5%	8.7%	8.1%	7.8%	8.5%	8.3%	5.9%	6.9%	8.5%	8.2%	7.1%
As institutions for training professionals														
More	38.0%	43.0%	39.5%	41.0%	32.6%	36.0%	36.9%	39.2%	30.7%	47.6%	38.1%	37.6%	38.9%	41.7%
About the same	56.3%	50.2%	54.5%	53.0%	61.6%	59.1%	58.2%	55.3%	62.1%	44.5%	55.7%	57.1%	54.9%	52.3%
Less	5.7%	6.8%	6.0%	6.0%	5.9%	4.9%	4.9%	5.5%	7.2%	7.8%	6.2%	5.3%	6.2%	5.9%
As a source of general education														
More	27.3%	29.7%	27.9%	27.7%	28.7%	21.5%	23.8%	27.9%	31.4%	35.0%	33.4%	25.7%	27.1%	26.8%
About the same	61.3%	58.1%	60.5%	60.7%	59.7%	65.4%	63.0%	60.6%	57.3%	55.4%	57.2%	60.5%	61.0%	61.9%
Less	11.4%	12.2%	11.6%	11.6%	11.6%	13.0%	13.2%	11.5%	11.4%	9.6%	9.4%	13.8%	12.0%	11.4%
As a final remedy for deficiencies in pre-college education														
More	23.2%	23.9%	23.2%	23.2%	23.4%	15.9%	17.6%	19.6%	28.8%	36.3%	29.4%	21.2%	21.9%	22.2%
About the same	41.8%	36.3%	40.4%	39.5%	44.4%	40.4%	45.0%	41.9%	42.0%	35.4%	40.5%	41.8%	40.4%	39.5%
Less	35.1%	39.8%	36.4%	37.3%	32.2%	43.7%	37.4%	38.5%	29.2%	28.4%	30.1%	37.0%	37.6%	38.3%
As a source of moral values for the nation														
More	11.5%	11.5%	11.6%	11.0%	14.8%	8.6%	11.4%	10.1%	16.5%	15.2%	15.7%	11.1%	10.7%	10.7%
About the same	61.1%	57.5%	60.0%	59.5%	62.3%	63.1%	62.0%	61.2%	60.8%	53.9%	58.9%	59.5%	62.6%	58.0%
Less	27.4%	31.0%	28.4%	29.6%	22.9%	28.3%	26.6%	28.7%	22.7%	30.9%	25.4%	29.5%	26.7%	31.2%
As a source of new ideas														
More	37.3%	39.1%	38.1%	38.5%	35.9%	38.1%	39.8%	34.7%	34.4%	42.9%	40.9%	35.0%	36.3%	39.8%
About the same	55.4%	53.8%	54.7%	54.5%	56.1%	55.6%	53.3%	56.9%	57.8%	50.7%	51.8%	56.4%	57.1%	53.2%
Less	7.3%	7.0%	7.2%	7.0%	8.0%	6.3%	6.8%	8.4%	7.8%	6.4%	7.4%	8.6%	6.6%	7.0%

Note: Survey results are based on a two-stage stratified random sample of 5,000 faculty members at 310 two-year and non-specialized four-year colleges and universities in the spring of 1984. Sections may not add to 100 per cent because of weighting, rounding, multiple responses, or exclusion of "no response" or other miscellaneous categories. Results have not been adjusted for apparent inconsistencies in some responses.

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News Summary

Articles on inside pages

Philosophers should pay greater attention to the Holocaust, according to a speaker at the annual meeting of the American Philosophical Association. Story on Page 5.

Historians must make some moral judgments in writing about the past, scholars at the annual meeting of the American Historical Association agreed. Story on Page 10.

College leaders are looking to the Senate for a tax-reform bill more to their liking than the measure passed by the House of Representatives. Story on Page 15.

University endowments grew by 25.4 per cent in fiscal 1985, according to the preliminary findings of a new study. Story on Page 23.

The Ford Foundation will award $4.75-million in grants over the next two years to improve undergraduate education. Story on Page 24.

A group of woman faculty members and the University of Rhode Island have reached a $1.24-million settlement in a sex-discrimination case. Story on Page 25.

A proposal to allow athletes to play college sports for five years will come before the N.C.A.A. convention next week. Story on Page 29.

The only public university in Uruguay has regained full autonomy after 12 years of control by the military regime. Story on Page 33.

Israel's Cabinet will investigate Brigham Young University's controversial center in Jerusalem. Story on Page 33.

The resignation of the British government's university liaison officer is the first sign of a split in the Conservative Party over higher-education policy. Story on Page 33.

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1985's 'Unparalleled' Protests by Students in South Africa Likely to Persist this Year

By **HELEN ZILLE**

CAPE TOWN

South African students have little hope that 1986 will provide an easier passage than 1985—one of the most traumatic years in the history of education in their country.

Radical black students are already calling 1986 "the year of no schooling" and are pushing a controversial plan to extend and expand the high-school boycotts that paralyzed education in some parts of the country during 1985.

White students, especially those at Afrikaans-language universities that traditionally have supported the policies of the ruling National Party, face their own personal crises over the prospect of continuing confrontation.

For the first time, many students and whites in general are beginning to realize that an exclusively white government is not acceptable to South Africa," says Philip Verster, chairman of the Student Representative Council at the Afrikaans-language University of Stellenbosch. "If you live for decades without realizing this and then suddenly you find out that you have ignored an important facet of your society, it is a crisis for you."

Black students in South Africa have been urged to abandon their high-school boycotts. Story on Page 35.

Mr. Verster was one of eight Stellenbosch students who had their passports withdrawn by the government during a recent political furor over their planned visit to Lusaka, Zambia, to hold talks with leaders of the banned African National Congress.

Although he says he still supports the National Party, Mr. Verster insists on his right to criticize party policy. He outspokenly rejects apartheid—an indication of a major shift from the traditionally cautious and subservient role of Afrikaans student leaders.

Changes in the views of white students, especially Afrikaners like Mr. Verster, have gone largely unnoticed, as the focus has continued to fall squarely on the increasingly radical and militant black high-school students.

Those students are urging a continuation of class boycotts throughout 1986 to mark the 10th anniversary of the Soweto uprising of 1976, which began when police fired on students staging an

Continued on Page 35, Column 1

Wary of New Cuts, U.S. Agencies Defer College Spending

By **KIM McDONALD**

WASHINGTON

Many federal agencies, uncertain about the spending cuts they must make in fiscal 1986 to comply with the deficit-reduction act that President Reagan recently signed into law, have begun slowing their expenditures and holding up contract and grant awards to universities.

"Since we don't know if it's going to be a 2-per-cent, 4-per-cent, or 5-per-cent cut, the uncertainty is a very serious concern," said a budget officer for the National Science Foundation, which spends three-fourths of its annual appropriations on university activities.

"I've been in government a long time, and I've never seen a situation as bad as this."

Under the measure commonly known as

Continued on Page 16, Column 1

Decline in Enrollment of Blacks Seen Unless States Start New Programs

ATLANTA

There will be fewer black students in college in 1990 than today unless state leaders start new programs to increase the preparedness of black high-school students for postsecondary education, according to the Southern Regional Education Board.

Following a 246-per-cent increase in the enrollment of black college students nationwide from 1967 to 1976, the increase from 1976 to 1982 was only 6.1 per cent and has since reached "a virtual standstill," the board said in a report released here.

The decline in enrollment increases among blacks was not because their enrollment rates had reached those of white students, the report noted. In 1982, 75 per cent of white 18- and 19-year-olds were high-school graduates, compared to 58 per cent for black people of the same age.

Gap Between Whites and Blacks

Studies of high-school students have found "a persistent gap between the academic preparation and performance levels of black and white students," the report said.

A higher percentage of white than black students in the same high-school grades are enrolled in college-preparatory programs, the report said.

A recent survey found that 81 per cent of white high-school seniors had taken one year of algebra and 50 per cent had taken a second year. For black seniors, the pro-

Continued on Page 18, Column 1

Slowdown in Computer Majors

Many campus officials are pleased that the explosive growth in the number of computer-science majors has slowed. See story on Page 27.

Critics Plan Assault on Admissions Tests and Other Standard Exams

By **LAWRENCE BIEMILLER**

NEW YORK

Critics of the standardized-testing industry are organizing for what could become the most potent assault on testing practices since the passage of New York's "truth-in-testing" law in 1979.

This time, however, the critics say their targets will include both college admissions tests and a wide variety of other standardized examinations, ranging from those for civil servants and firefighters to those for beauticians, insurance agents, and golf pros.

As demands for increased testing in schools and colleges multiply, the critics' aims are to expand the full-disclosure provisions of the New York legislation to apply to other types of standardized examinations besides college admissions tests; to encourage the widespread use of a novel test-development process that critics hope will lessen the "cultural bias" of the tests; and to make the testing industry more accountable to those who take its examinations.

In practice, the New York law affects admissions tests nationwide, requiring test manufacturers to return to students their corrected answer sheets and copies of the test they took. The law also requires manufacturers to publish complete editions of the tests, on which students can practice taking them.

Reformers Hold Strategy Session

At a recent strategy session that attracted a number of leading advocates of test reform to New York City, discussion centered on the possibility of introducing one or more new testing bills in this year's session of the New York Legislature. The day-long conference was sponsored by the fledgling National Center for Fair and

Continued on Page 4, Column 1

Philanthropy

Endowments Grew 25 Pct. in Fiscal 1985

By PAUL DESRUISSEAUX

WASHINGTON

The value of college and university endowments increased 25.4 per cent in fiscal 1985, according to the preliminary findings of a national study.

The increase, which followed a 2.8-per-cent drop in the value of endowments in the preceding year, was the second highest in the past decade. In 1983, endowments gained a record 41.3 per cent.

The figures represent the "total return rates" for endowments, reflecting changes in the market value of investments as well as interest and dividends.

In a preliminary report of its annual study of endowment performance, the National Association of College and University Business Officers said the 1985 results were mostly "as expected."

The increase in endowment value, NACUBO said, was the product of the improved performances of stocks and bonds and the ability of college and university money managers to take advantage of the markets.

"The stock market was up 31 per cent during the year, and the bond market up 34.3 per cent and 41.5 per cent for long-term, high-grade bonds," noted Bruce M. Dresner, director of investments at Dartmouth College and coordinator of the annual NACUBO survey. "Any kind of cash investments—which earned, let's say, 10 per cent—were obviously a lot less productive."

Equities Earned More

The NACUBO study found that endowment pools with larger shares of equity-related assets—primarily common stocks but also venture capital and foreign securities—earned more than others.

Endowments in the $25-million to $100-million range earned the most, an average of 26 per cent—slightly more than larger endowments, which earned 25.5 per cent, and smaller ones, 24.5 per cent.

For the average endowment pool, the 1985 increase far outpaced inflation, which the Consumer Price Index measured at 3.7 per cent and which the Higher Education Price Index set at 6.7 per cent.

Mr. Dresner said that while it was difficult to draw conclusions about the reasons for endowment performance based on a single year's experience, "My feeling is that colleges and universities have made great strides in improving the management of their endowment funds." Among other steps, he said, they have sought to diversify their assets into such areas as real estate, venture capital, and foreign securities.

Jack C. Blanton, vice-chancellor for administration at the University of Kentucky and chairman of NACUBO's Financial Management Committee, said higher education was also managing its cash flow more effectively than it had in the past.

"This has always been a concern of the private sector," he said, "but the public sector only recently has become aware of the importance of cash flow and its oversight."

The preliminary NACUBO report is based on information from 138 colleges and universities on 152 endowment pools worth $18.5-billion. The median endowment pool had assets of $41.6-million.

The complete report will not be available until spring, but in past years the final figures have varied little from the preliminary ones.

Mr. Dresner said the purpose of the preliminary report was "to give administrators a framework to help them evaluate how they've done" as soon as possible. "The final, detailed report gets at the reasons why," he said.

That report—with information on about 225 endowment pools representing about 90 per cent of all endowment funds in U.S. higher education—will rank participating institutions by the size of their endowments and will contain data on investment performance and endowment characteristics.

Total Return on Endowments, Fiscal 1985*

	Periods ending June 30, 1985			
	1 year	3 years	5 years	10 years
All investment pools	+25.4%	+19.9%	+14.2%	+11.2%
By size				
$100-million or more	+25.5%	+21.1%	+15.1%	+11.9%
$25-million to $100-million	+26.0%	+20.4%	+14.4%	+11.4%
Under $25-million	+24.5%	+18.3%	+13.1%	+10.3%
By equity-related assets				
65% or more in equity	+26.2%	+21.6%	+15.1%	+12.3%
50% to 65% in equity	+26.3%	+20.9%	+14.9%	+11.5%
Under 50% in equity	+23.8%	+17.8%	+12.8%	+10.2%
Comparative measurements				
Standard & Poor's 500 Index	+30.9%	+26.2%	+16.5%	+12.5%
Salomon Brothers Bond Index	+41.5%	+23.2%	+11.6%	+8.3%
Consumer Price Index	+3.7%	+3.5%	+5.4%	+7.2%
Higher Education Price Index †	+6.7%	+6.1%	+7.8%	+7.6%

* Total-return rates represent change in market value, plus dividends and interest, for periods ending June 30, 1985, based on preliminary data for 152 investment pools of 138 colleges and universities.

† An index of changes in prices paid by colleges and universities for goods and services developed by D. Kent Halstead, National Institute for Education.

SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

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News Summary

Criminals may be born with a predisposition to break the law, two prominent scholars contend in a new study. Story on Page 5.

More paperwork without adequate reimbursement could be the result of a White House proposal to change the way universities are audited for federal expenditures. Story on Page 13.

Bankers who disburse federally guaranteed loans to students have cried wolf about changes in the program too often, Congressional aides say. Story on Page 13.

Growth in profits led businesses to give 16.4 per cent more to education in 1984, according to the Council for Financial Aid to Education. Story on Page 21.

An easing of restrictions in China allowed American professors who taught there last year to work closely with students and colleagues. Story on Page 23.

Thanks to television, a professor at the Johns Hopkins University teaches computer-chip design to students 30 miles away from the campus. Story on Page 27.

Physical violence against referees is extremely rare at college sports events, but it does sometimes occur. Story on Page 37.

The Common Market is mapping a new higher-education strategy, which it hopes will increase co-operation among its 12 member countries. Story on Page 39.

Faculty members at colleges affiliated with Delhi University in India have begun what could be a long strike. Story on Page 39.

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36 LEGISLATURES IN SESSION THIS WEEK

On States' Higher-Education Agendas: Money, Governance, Teacher Training

By SCOTT JASCHIK

Finances, teacher education, and governance will top the higher-education agendas of state legislatures this year, according to a survey by the National Conference of State Legislatures.

The survey was based on interviews with the chairmen of education and higher-education committees in every state. Six states—Arkansas, Montana, Nevada, North Dakota, Oregon, and Texas—will not hold legislative sessions this year, but legislators in those states were asked about likely topics for consideration in 1987.

The topics drawing legislative interest are similar to those listed in a poll last year, but this year legislators are more interested in proposing structural changes in higher-education systems than in creating new programs to address their concerns, said Peggy M. Siegel, manager of the conference's education program.

By the end of this week, legislative sessions will have started in 36 states.

Finances a Major Issue in 19 States

Chairmen of education committees in 19 states said the financing of higher education would be a major state issue in 1986. Financing is expected to be a principal focus of several special committees that are studying higher education, including panels created by the Maryland and Texas Legislatures.

In Florida and New York, committee chairmen said they would try to restructure the budgeting process to secure more money for colleges and universities, and to restructure the student-aid system because they expect a decline in federal support, the report said.

William A. Sederburg, chairman of the Michigan Senate Higher Education Committee, said his panel would push for major

Continued on Page 16, Column 2

Law Deans Blast Hiring Process for Graduates

By JEAN EVANGELAUF

NEW ORLEANS

Recruiting of law-school graduates by law firms and judges is inefficient, disrupts the academic environment, and distorts values, according to administrators at the annual meeting of the Association of American Law Schools here last week.

"There's a 'meat market' feel to the process," said Stephen T. Yandle, associate dean at Yale University's law school. He termed it "corrupt."

"Law firms make offers to a handful of students at a few law schools," he said, "while ignoring the depth and breadth of talent at other schools."

Nearly 126,000 full-time and part-time students were enrolled last year in the 174 law schools approved by the American Bar Association, and those schools awarded about 37,000 law degrees in 1984-85.

"There's too much focus on grade-point average and class rank, and not on a careful review of transcripts," said Carroll D.

Continued on Page 4, Column 1

Half of Today's Students Are Found to Hold Jobs

Squeezed by rising college costs, half of all students now hold jobs while they attend college. Story on Page 29. Also in this week's "Students" section:

► This year's freshmen take liberal positions on such social issues as abortion and disarmament. Story on Page 34.

► The Peace Corps reports big increases in applications from college students. Story on Page 29.

Aid for Blacks in South Africa Gains in U.S.

Funds, companies, colleges seek to improve education

By PAUL DESRUISSEAUX

Efforts by organizations in the United States to raise funds to increase educational opportunities for blacks in South Africa are mushrooming.

At the same time, American colleges and universities are giving increased consideration to what they can do to improve the prospects of non-white South Africans while still demonstrating opposition to apartheid.

Observers also say that the anti-apartheid movement in the United States, which has focused primarily on efforts to pressure institutions to dispose of their holdings in American companies doing business in South Africa, is beginning to move toward some support of other kinds of actions.

'A Real Surge of Interest'

"People who want to see a more just society in South Africa are now looking beyond financial *di*vestment to human *in*vestment," says Ned Munger, a professor of African politics at the California Institute of Technology. "As a result there's been a real surge of interest in the activities of organizations such as ours."

Mr. Munger is the founder and president of the Cape of Good Hope Foundation, which works to generate support for the University of the Western Cape in South Africa. The foundation is one of four organizations that, within the past year, have begun soliciting funds in the United States for programs to benefit non-white students and multiracial universities in South Africa.

Like the other three—Medical Education for South African Blacks, Inc.; the University of Cape Town Fund, Inc.; and the United States/Zululand Educational Foundation, Inc.—the Cape of Good Hope

Continued on Page 22, Column 1

At America's Costliest College, Learning to Read Is a Major Accomplishment

By THOMAS J. MEYER

PUTNEY, VT.

Dan Cremo wrote a paper last month, and no one was more pleased than he was.

"I picked out what I wanted to write about, and I wrote it," he says. "It's, like, 15 pages. I just have to type it, and then it'll be done."

He smiles. "You know, I've never done a paper on my own."

It wasn't for lack of trying. In four years of college, Mr. Cremo, who is 22, worked for more than four hours a night to maintain a B-minus average. But he never wrote a paragraph, never read a book. He had a hard time even finding his way around the library.

Mr. Cremo suffers from dyslexia, a neurological disorder that inhibits the ability to read and write.

All through high school and college, he struggled unsuccessfully to learn those skills.

He made his way through courses by listening to tape-recorded lectures and books. His college provided scribes to write his papers for him. He took all of his tests orally.

Now a student at Landmark College, which opened here in September, Mr. Cremo is confronting his disability—and beginning to overcome it. Landmark is the only college exclusively for students with dyslexia and related learning disabilities.

"I feel like this is my last chance," Mr. Cremo says. "If I'm not going to learn to read here, I'm not going to learn anywhere. There's no other place for me to go. This is it."

Experts estimate that more than 10 per cent of the population suffer from dyslexia, which can also impair the ability to spell, speak, and understand speech. The condition, they stress, is unrelated to intellectual ability. It cannot be cured.

While many students with milder forms of the disorder are able to do well in college, others fail, usually in courses where much depends on the abilities that they lack—reading and writing.

"There are a lot of colleges out there which are trying to figure out how they can deal with this sort of student," says James

Continued on Page 30, Column 1

MARGINALIA

This is make-up-your-own-comment week. Here are some items that may bring out the worst in you.

*

From an ad in *Affirmative Action Register*, seeking a library director at Clinch Valley College:

"The library is housed in a modern, well-equipped, two-story building with a major new edition planned."

*

The program for the annual meeting of the American Academy of Religion contained a notice about a session entitled "Religion, Peach and War."

*

A letter to professors from the director of the Peace Corps said, among other things:

"This year, we are observing the 25th Anniversery of Peace Corps, completing 25 years of sucessful service overseas helping people overcome hunger, disease, illiteracy . . ."

*

Most of the offerings in a memo to marketing majors at Rider College have, according to the column heading, a "Curse No."

*

From *The Admissions Strategist*, a publication of the College Board:

"Imagine a hypothetical high school that graduates over half of its 93 seniors in the top quarter of its class."

*

An ad in the Claremont (Cal.) *Courier*, seeking an editor/writer for Scripps College, disclosed: "Salary commiserate with experience."

*

Among the requirements for a Ph.D. in creative writing at the University of Utah, according to an announcement: "a reading knowledge of one language or an advanced reading knowledge of two."

*

Headline in the Omaha *World Herald*:

STOLEN VCR REPLACED
BY EX-DRAKE PROFESSOR

*

From the University of Wyoming's student paper, the *Branding Iron*:

"Wyoming's state pay system has a 28.5 percent 'gap' in salaries men and women earn . . . , consultants told the legislative Joint Appropriations Committee Tuesday.

"[One said] the state also might be concerned with the higher morals and productivity that might come with a more equitable pay system."

—C.G.

In Brief

Fisk U. Restored to Full Accreditation

The Southern Association of Colleges and Schools has removed Fisk University from probationary status for the first time since 1983.

However, the association has refused to restore full accreditation to two other historically black institutions that have also faced financial difficulties.

Fisk received full accreditation after reducing its deficit from $3.9-million in 1983 to $890,000 this year, a university spokesman said.

Knoxville College, which was placed on probation last April, was granted "extraordinary" status by the association and retained its accreditation. Association officials will review Knoxville's status again in December. Since being placed on probation, the college has reduced its $2.4-million debt by $400,000.

The association also continued probation for Bishop College, although the college has arranged to settle $11.2-million of its $12.5-million debt to the federal government.

"S.A.C.S. wants to see more evidence of long-range financial planning," said Wright L. Lassiter, president of Bishop.

Medical Admissions Test Adds Experimental Essay

The sponsors of the Medical College Admission Test have added an experimental 45-minute essay section to the examination.

The essay is being tested in a 2½-year pilot project aimed at determining whether an essay can provide admissions officers with "useful and unique" information about students' analytical and organizational abilities, according to Robert L. Beran, director of the student programs division of the Association of American Medical Colleges.

About 35 medical schools have volunteered to use the essay as part of their admissions process and to evaluate its usefulness, said Mr. Beran.

He added that the essay topics chosen would not make it necessary for students planning to apply to medical school to take additional undergraduate courses to prepare for the test.

Accrediting Action Delayed for Medical College

The Northwest Association of Schools and Colleges has agreed not to cancel the accreditation of John Bastyr College of Naturopathic Medicine, pending a six-month study of the college's program. The Seattle college, which trains students in natural health care, has been a candidate for accreditation since 1983.

It was scheduled to lose its status as a candidate for accreditation on January 1, because of an accrediting-agency rule change barring single-purpose institutions. However, the association has agreed to consider the college's assertion that it is a multipurpose institution, because it offers bachelor's and master's degrees in nutrition, in addition to a doctorate in naturopathic medicine.

Cal. Supreme Court Upholds Firing of Stanford Professor

The California Supreme Court has upheld Stanford University's 1972 dismissal of a faculty member who allegedly incited anti-war protests on the campus.

The court refused, without comment, to review a state Court of Appeal ruling last year that upheld the dismissal of H. Bruce Franklin, now a professor of English at Rutgers University.

The Court of Appeal said that Mr. Franklin's behavior at a 1971 anti-war demonstration, during which he urged students to "shut down" the campus computer center, was "an exhortation to disruptive action" and "well out of constitutional bounds."

U. of Arizona Acts to 'Heal' Rift in Troubled Department

Hoping to "heal" its embattled department of Spanish and Portuguese, the University of Arizona last week named an English professor acting head of the department. Six other faculty members, including three from outside the department, will help administer it for the next six months.

Fraught with dissension over hiring, appointments, and scholarly issues, the department has been the subject of "a dozen complaints and appeals in the last few months," said Nils Hasselmo, the university's provost. One former instructor has sued the university over her dismissal, Mr. Hasselmo said.

Mr. Hasselmo called J. Douglas Canfield, the acting department head, "a neutral force" who could "heal the split within the department."

'Serious Lack of Confidence' Reported at Dartmouth

Faculty members at Dartmouth College have a "serious lack of confidence" in President David T. McLaughlin, according to a report issued last week by a special faculty committee.

The eight-member committee, appointed by the faculty senate last April, said many faculty members saw Mr. McLaughlin's administration as "so inimical to effective academic leadership as to pose grave risks to the quality" of the college.

DARTMOUTH COLLEGE

The committee's report is the latest development in a conflict between the president and the faculty that goes back to Mr. McLaughlin's appointment in 1981. A former corporation executive, Mr. McLaughlin *(above)* has been criticized for running Dartmouth more like a business than a college.

The latest controversy arose last spring, when Mr. McLaughlin reinstated a Reserve Officers' Training Corps program over the objection of about three-fourths of the faculty.

In an interview with local reporters, Mr. McLaughlin said the report "reflects a genuine concern" on the part of faculty members and could be a starting point for developing better communication between them and the administration. However, he said, the report "overreaches in some of its assertions" and fails to reflect changes made since last April to give the faculty more voice in making decisions.

Suit Would Bar 23 Layoffs at Va. Community College

Nine faculty members at J. Sargeant Reynolds Community College have sued to halt the layoff of 23 college employees, scheduled for later this month.

In the suit, the faculty members contend that their rights of due process were violated by the layoffs. They also question whether the financial emergency that prompted the action actually does exist.

The college and its president, S. A. Burnette, were named as defendants in the suit filed in a state court in Richmond.

Without the layoffs, declining enrollment would create a $600,000 budget deficit at the end of this year, the president has said.

The lawsuit disputes the accuracy of the budget projections, and asks why the college didn't try other means to recover the money before resorting to layoffs.

Student-Faculty Ratios, 1984-85

The following table shows average student-faculty ratios for 1984-85, calculated on the basis of full-time-equivalent students enrolled divided by the number of full-time-equivalent faculty members.

The data were collected from 1,230 colleges and universities by Maryse Eymonerie Associates as part of their annual report on faculty salaries for the American Association of University Professors.

Type of institution	Public	Independent	Church-related	All
Doctoral	11.7	11.1	15.7	17.1
Comprehensive	15.0	17.0	18.1	19.1
General baccalaureate	13.3	13.7	14.8	18.5
Specialized	13.8	14.4	16.1	18.5
2-year				
with academic ranks	16.6	10.7	14.4	14.3
without academic ranks	10.5	15.6	19.7	19.8
All institutions	13.5	14.0	15.3	17.5

Mary Washington College Drops Plan to Change Name

Mary Washington College will not be known as Washington-Monroe College in Virginia after all.

Last week, the college's trustees rescinded their decision to rename the college after the proposal met strong resistance from alumni. The controversy became so heated that college officials feared a long and bitter debate in the Virginia General Assembly, which must approve the change because Mary Washington is a public institution. The officials felt such a debate would hurt their efforts to gain the legislature's support on other matters.

"Even if we won in the General Assembly, it would have been a Pyrrhic victory," said William B. Crawley, executive assistant to the president.

The college's board had proposed the change last summer, because its members felt that Mary Washington conveyed the image of an all-female institution, when in fact the college has been coeducational since 1970.

Unfair-Practice Complaints Filed Against Berkeley

A regional counsel of the California Public Employment Relations Board has issued two unfair-labor-practice complaints against the University of California at Berkeley, involving attempts by graduate-student teaching assistants to organize a union.

The complaints accuse the university of failing to notify employees before instituting a job-reclassification system and of taking retaliatory measures against teaching assistants for trying to organize a union. The complaints will be heard by an administrative law judge.

The complaints grew out of 286 charges of unfair labor practice filed last October by the Association of Graduate Student Employees, which is seeking collective-bargaining rights for about 4,000 teaching assistants, research assistants, and instructors. A university spokesman said it had not received the complaints and could not comment.

Anti-Apartheid Slate to Run in Harvard Board Election

A group of graduates of Harvard University called Alumni Against Apartheid said last week

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Philanthropy

Corporate Gifts to Education Rise Sharply

NEW YORK

Two years of growth in business profits were responsible for the significant increase in corporate support for education in 1984, when companies gave some $225-million more than in the previous year.

The 16.4-per-cent increase brought corporate support for education in 1984 to an estimated $1.6-billion, a record, according to the Council for Financial Aid to Education.

The estimates are based on responses to an annual survey of corporate giving conducted by the C.F.A.E. and the Conference Board, a business research organization.

Several weeks ago the Conference Board reported that overall corporate giving to charity in 1984 amounted to an estimated $3.8-billion, and that education received the largest share—39 per cent. Last week the C.F.A.E. issued its detailed analysis of giving to education.

"Although corporate profits are still almost 7 per cent below their 1979 peak of $252.7-billion, support of education has grown by 82 per cent since then," said John R. Haire, president of the C.F.A.E. "Such generous growth reflects the importance that corporations continue to put on education and their strong commitment to its support."

Colleges Got 71 Pct.

Among the 422 corporations responding to the 1984 survey, grants to higher education accounted for 71 per cent of the money given to education. The largest share of that support—slightly more than half—was in the form of grants for departmental programs and research projects, a sharp increase over 1982. The C.F.A.E. examines the purposes for which money is given only in alternate years.

Gifts by corporations to match their employees' contributions to colleges and universities accounted for the second largest portion, 14.3 per cent, which was a slight drop from the 1982 level.

Unrestricted operating grants to colleges and universities accounted for 7.7 per cent of corporate support for higher education, while capital grants—including contributions to endowment—made up 6 per cent and student aid 5.2 per cent.

Both unrestricted operating grants and capital grants made up smaller shares of total support in 1984 than they did in 1982, but that was accounted for by the addition in 1984 of the new category of special research grants, which represented 12.5 per cent of giving to higher education.

The 29 per cent of corporate giving to education not given to colleges went for a number of purposes, including scholarship and fellowship programs, economic-education programs, education-related organizations, and pre-college education.

Gifts of company products and equipment accounted for more than 20 per cent of corporate support for higher education, about twice the 1982 level, and played a "significant" role in the high percentage increase in grants for research and departmental programs.

Almost half of all corporate respondents to the survey operate company foundations, and about 40 per cent of all contributions to higher education were channeled through such philanthropies. In 1984, for the first time in five years, such foundations received almost as much in grants from their corporate sponsors as they gave away to charity. In years of higher profits, corporations replenish the coffers of their foundations to provide a "cushion" for years when profits are low or there are losses.

The C.F.A.E. is a non-profit organization that promotes voluntary support of higher education.

The council's complete report, *Corporate Support of Education 1984*, will be available at the end of January. Copies are $12 each, prepaid, and may be obtained from the C.F.A.E., 680 Fifth Avenue, New York 10019. —PAUL DESRUISSEAUX

Corporate Gifts to Education

	Corporate contributions to education	1-year change	As per cent of pretax net income	As per cent of all giving by corporations
1969	$ 375,000,000	+ 5.6%	0.43%	35.5%
1970	320,000,000	− 14.7%	0.42%	40.2%
1971	345,000,000	+ 7.8%	0.40%	39.9%
1972	365,000,000	+ 5.8%	0.36%	36.2%
1973	410,000,000	+ 12.3%	0.33%	34.9%
1974	445,000,000	+ 8.5%	0.33%	37.1%
1975	450,000,000	+ 1.1%	0.34%	37.4%
1976	560,000,000	+ 24.4%	0.34%	37.7%
1977	665,000,000	+ 18.8%	0.34%	37.1%
1978	780,000,000	+ 17.3%	0.34%	37.4%
1979	880,000,000	+ 12.8%	0.35%	38.5%
1980	980,000,000*	+ 11.4%	0.42%	41.5%
1981	1,090,000,000*	+ 11.2%	0.49%	43.4%
1982	1,300,000,000*	+ 19.3%	0.79%	44.7%
1983	1,375,000,000*	+ 5.8%	0.68%	41.7%
1984	1,600,000,000	+ 16.4%	0.68%	42.1%

* Revised from an earlier estimate SOURCE: COUNCIL FOR FINANCIAL AID TO EDUCATION

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Notebook

Morningside College is looking east and west, north and south.

To increase its national reputation and the diversity of its student body, the Sioux City, Iowa, college is offering four-year partial scholarships to students who come from outside of Iowa and its neighboring states.

Beginning in September, all Morningside freshmen who ranked in the top 40 per cent of their high-school classes, have appropriate admissions-test scores and come from states other than Iowa and its six bordering states will receive free room and board, the college announced last month.

While the room-and-board scholarships will not be based on financial need, students whose needs exceed the scholarship may be awarded additional aid, college officials say.

•

How many champagne corks popped in Madison, Wis., last month?

None, say University of Wisconsin officials. And they couldn't be more pleased.

To discourage "rowdiness" and drinking among students at Wisconsin's mid-year commencement, administrators asked that students refrain from the traditional practice of opening champagne bottles during the ceremony.

Senior-class officers joined the university in calling for the curb on the bubbly, but all were surprised that graduates cooperated.

Wisconsin officials say the change in tradition added a new flavor to the ceremony.

"There was still exuberance," says Irving Shain, the university's chancellor. "There was applause. There was enthusiasm. But it was orderly. It was the kind of joy or enthusiasm that makes you feel good."

•

"I'm afraid to come out of my room. I don't know anyone. Can you come and get me?"

Those were the words one Pace University student used to describe her feelings to her parents during her freshman year.

"At first you feel like everybody knows everybody," said another freshman, "but I don't know anyone."

The students appear in a videotape produced by Rosa Ament, director of counseling and personal development at Pace's Pleasantville campus.

Pace shows the tape to the parents of freshmen to warn them of the behavioral changes that many students experience in their first year of college.

In the videotape, students discuss their transition to college and offer suggestions to parents trying to cope with changes in their children.

"There's no general panacea to help parents through," Ms. Ament says, "but just being aware of the situation helps."

Students

Half of All College Students Now Hold Jobs as Costs Rise and Financial Aid Is Squeezed

Employment also helps in exploring careers, developing skills, and serving communities

By JEAN EVANGELAUF

Half of all college students are holding jobs this academic year, a proportion that has risen steadily over the last twenty-five years.

Accounting for the growing ranks of student workers are spiraling tuition costs, a reduction—on an inflation-adjusted basis—in the value of student aid, and greater career consciousness among students.

Because more and more students are relying on loans to pay for college, the issue of student work has gained importance in the student-aid debate.

"Parents and students are complaining bitterly about the amount of loans they have to take out," says Pamela Christoffel, author of a new College Board report on the role of student earnings in paying for college.

Officials in government and academe are developing a wide range of programs to help students find jobs to meet their expenses, to develop new skills, to explore career possibilities, and to provide service to their communities.

On campuses, administrators are expanding their student-employment offices to meet the demand for jobs.

In over 30 state capitols, legislators have created or are considering creating work-study programs.

In Washington, the U.S. House of Representatives last month approved dramatic changes in the College Work-Study Program—which this academic year is providing wage subsidies to 808,000 students employed in public and private non-profit agencies—to allow students to work for private, for-profit companies.

A Change in Attitude

"The whole attitude toward college students has changed over the last 20 years," said Howard Hayghe, an economist with the U.S. Department of Labor. "People now expect them to work while they're in school. And as we've moved to a service economy, part-time jobs are far more available than they were in the 1960's. Now there seems to be a McDonald's on every corner."

Higher-education leaders are touting work as a way to reinvigorate campus life and as a means of dissuading students from basing academic and career decisions on the size of their monthly loan payments.

In his recent report *Higher Education and the American Resurgence*, Frank Newman, president of the Education Commission of the States, said too many students were passive, discouraged from challenging the ideas their professors presented.

Work is a key ingredient in his prescription for "active learning." Students who work as tutors or research or teaching assistants can develop a deep understanding of the learning process, he wrote.

Mr. Newman called on policymakers to revamp student-aid programs and to put more emphasis on work and less on loans.

"Those programs that require students to work . . . tend to build character, encourage a sense of responsibility, encourage self-confidence, increase a sense that the student is a useful member of society,

Continued on Page 32, Column 1

Applications for Peace Corps Rise Dramatically; Recruiting Tactics, Altruism, Anniversary Cited

By ELIZABETH GREENE

In the last three months almost twice as many college students have applied to the Peace Corps as in the same period a year ago.

That may seem surprising at a time when students are more career-conscious. And in fact the Peace Corps has adopted new recruiting tactics that stress the positive influence two years of service will have on one's job marketability, says Bruce J. Cohen, its director of recruitment.

Times have changed in the 25 years since President Kennedy created the Peace Corps, Mr. Cohen adds: Many of today's applicants are saying, "It's very nice to do things for other people, but what will this do for me?"

Altruism still plays a role, however.

The African famine has helped gain support for the Peace Corps, officials say, both in numbers of volunteers and in Congress. Recent fund-raising campaigns by celebrities, such as last summer's "Live Aid" concert, have helped spread the appeal for help.

Such efforts have made it more common knowledge that "the gap between the haves and have-nots is getting a lot bigger, not smaller, and we have to take a part in narrowing that gap rather than allowing it to increase," Mr. Cohen says.

An increasing number of people are joining the Peace Corps for "patriotic reasons," he adds: They want to pay America back for what America has given them. They believe, he says, that one responsibility of the United States is to help other countries, and they feel the efforts of Peace Corps volunteers reflect well on this country.

PEACE CORPS

The first group of Peace Corps volunteers pose for a photograph with Kwame Nkrumah, center, then president of Ghana.

Additionally, officials say, publicity about the Peace Corps' 25th anniversary this year is attracting attention to the organization's accomplishments.

120,000 Have Served

The Peace Corps was first proposed by John F. Kennedy, then a young candidate for the Presidency, in a 1960 speech at the University of Michigan at Ann Arbor. "How many of you," he asked the students, "are willing to spend 10 years in Africa or Latin America or Asia working for the U.S. and working for freedom?"

In the 25 years since, more than 120,000 people have served as Peace Corps volunteers.

Today about 6,000 volunteers work in 61 countries, sharing their skills with the people—helping to build bridges, plant forests, and treat malnourished children.

The average volunteer is white, from the middle or upper-middle class, and almost 30 years old, according to Edwin Jorge, a recruitment spokesman.

About 75 to 80 per cent are recent college graduates, Mr. Cohen says. Some 60 per cent of them are "scarce-skilled," meaning they have backgrounds in specialized areas such as forestry or business, and 40 per cent are "generalists," typically

Continued on Page 32, Column 1

Applications to Peace Corps Show a Dramatic Rise

Continued from Page 29

people with liberal-arts backgrounds and few trade skills.

When the Peace Corps began, the percentages were reversed, but developing countries have been appealing more and more for skilled workers, says Loret Miller Ruppe, the agency's director. They are asking for people with backgrounds in agriculture, irrigation, mathematics and science, vocational training, and small-business development.

People with backgrounds in special education are also in great demand, Ms. Ruppe says, as many countries are beginning to use their disabled citizens more resourcefully.

Today, she says, it is often very difficult for graduates with degrees in political science or English to be accepted as volunteers, and comparatively easy for graduates with degrees in math or science.

Thousands Rejected

Because of budgetary constraints, thousands of applicants are rejected each year. In the Peace Corps's fiscal year 1985, which ended in October, more than 13,500 people applied, and fewer than 3,500 were accepted.

"What we find with our university [liberal arts] graduates is that they have tremendous motivation and they tend to really have greater interpersonal skills than more technically trained people," she says, but they're not in as much demand.

Frank Iovino, 26, who graduated from Johnson State College last May with a bachelor's degree in fine arts, has been recommended by a regional Peace Corps office for review by headquarters in Washington, one of the last steps for acceptance into a volunteer position overseas. He says his fine-arts background made it very difficult to get even that far in the application process. "There are guys who weld or who majored in 'fishology,'" he says, "and here I am just a lonely bachelor-of-fine-arts student that wants to get involved."

Mr. Iovino says friends are constantly telling him the Peace Corps is a waste of two years' experience that could be spent in the job market, which is, for liberal-arts graduates, already tight enough. He says he feels, though, that the overseas experience would prove helpful to his career—"I'll probably have a better edge on most art majors today because I would have gone and seen another culture and experienced a whole different life style."

William Littell, a June 1984 graduate of Stanford University with a bachelor's degree in psychology, has been approved by Peace Corps headquarters for volunteer service, teaching science to junior-high-school students in Botswana. He says his motivation to serve comes mainly from his belief that "a lot of improvements can be made in the world, and a first step is inter-cultural experiences for more people and a better understanding of what the world is about."

An additional incentive, he says, is that Peace Corps service should help him get into graduate programs in international development.

Says Ms. Ruppe, "The interested young person of today is asking us, 'What does this mean for the rest of my life?' and 'What does this experience mean for my career?'"

The Peace Corps's most recent recruitment tactics reflect those interests. Recruiters focus on the career growth that is possible overseas and are quick to note where returned volunteers get jobs. The State Department, for example, has 1,000 returned volunteers on its staff; 24 of Chase Manhattan Bank's top executives were volunteers; and city school systems need teachers with backgrounds in other cultures.

This fall the Peace Corps began a new program designed in part as a recruitment incentive for potential volunteers who were afraid of missing career opportunities by leaving the country for two years.

The Peace Corps Math/Science Fellows Program involves 20 returned volunteers who were math or science teachers during their service. It allows them to attend Teachers College of Columbia University for degrees in math and science education while they teach in one of New York City's inner-city schools. The college pays for half the tuition and the rest is made up by loans, half of which are forgiven upon completion of the two-year teaching assignment.

About 50 colleges and universities nationwide offer full or partial grants or preferential treatment in admissions to returned volunteers. Most of the grants are for graduate programs in various fields of international studies. Because of their experience overseas, returned volunteers are generally considered great assets by universities, says Leslie Wexler, a career program specialist in the Peace Corps's Office of Returned Volunteer Services.

Minority Recruiting

Opportunities like those, officials say, are especially helpful in recruiting minority-group students. Six per cent of the Peace Corps's volunteers come from minority groups, a low number attributed in part to minorities' often more serious financial concerns. Blacks and Hispanics, officials note, often say that as much as they would like to, they cannot put off their careers after college for service in the Peace Corps.

To attract minority-group students, recruitment officials in the Dallas and San Francisco offices, for example, say they have targeted historically black colleges and colleges with large numbers of Asian-Americans. Minority student groups have been contacted on such campuses, as have administrators who work specifically with minorities.

The message, Ms. Ruppe says, is that "after 25 years of experience, we can show real career growth in the Peace Corps.

"Not only are you helping the world grow a little bit, but you're going to help yourself grow."

Peace Corps Trying to Renew Links to Colleges

WASHINGTON

This year, as the Peace Corps celebrates its 25th anniversary, "we will be trying to set an agenda for the next 25 years: How can we build more understanding and world peace?" says Loret Miller Ruppe, the agency's director.

One of her main goals, Ms. Ruppe says, is to strengthen the relationship between the Peace Corps and American colleges and universities, so that her organization can better aid educational efforts in the developing world.

At first, Ms. Ruppe says, the Peace Corps depended heavily on colleges for training its volunteers. But in the last 12 years, she says, partly because of the Vietnam War, Watergate, and the policies of previous Peace Corps administrations, most of those links have been severed, and training has generally been done overseas.

"We would like to see the American universities far more closely connected to universities of the developing world," she says. This year she will be formulating plans for American faculty members to go overseas to train teachers in developing countries and to teach in some of those countries themselves.

Student Exchanges

She will consider ways in which the Peace Corps experience could be worked into master's-degree programs in the United States, so that volunteers would not have to put off their graduate education while overseas. Ms. Ruppe will also consider establishing more student exchanges with developing countries.

Land-grant colleges, with their agriculture and forestry programs, could be especially useful in providing students and faculty members to help Africa to have a "green revolution," she says. Almost half of today's Peace Corps volunteers are in Africa.

The biggest constraint the Peace Corps is working under, Ms. Ruppe stresses, is budgetary. Every year, thousands of applicants are turned away because the Peace Corps cannot support them.

In August, Congress passed and the President signed a nonbinding amendment—the Leach Amendment, named for Rep. Jim Leach, Republican of Iowa—calling for a total of 10,000 volunteers overseas by 1989. Today there are a little more than 6,000.

That goal could never be met with the present money, Ms. Ruppe says. In constant dollars, this year's $130-million budget is worth only about one-third of the Peace Corps's budget in 1966, its peak year, when it sent 15,556 volunteers overseas. —L.G.

Half of All College Students Now Hold Jobs as Costs Rise, Financial Aid Is Squeezed

Continued from Page 29

expand a student's expectations about himself, increase the capacity for cooperation, and add to a student's knowledge of the world of jobs," he said.

Private companies are increasingly interested in hiring student workers, said Barbara Lutz, the student-employment director at the University of Texas at Arlington and author of a new report on student work. She prepared the study, which describes successful campus employment activities, for the National Association of Student Employment Administrators.

At her university, most undergraduates work, and most of them hold off-campus jobs. Many of the employers hire their student workers full-time after graduation.

"Students have already been trained in their entry-level jobs," Ms. Lutz said. "They know the personalities, the politics, and the personnel policies. They know where to park their car. They can start concentrating on the job." That increases productivity and saves the companies money, she said.

Student Employment as of October, 1985

	Per cent in labor force	Per cent employed		Per cent seeking work
		full-time	part-time	
All college students				
Full-time	49%	11%	79%	9%
Part-time	92%	64%	29%	6%
Men				
Full-time	47%	14%	77%	9%
Part-time	92%	66%	28%	6%
Women				
Full-time	51%	9%	81%	10%
Part-time	91%	63%	30%	7%
White				
Full-time	51%	11%	82%	7%
Part-time	92%	66%	29%	5%
Black				
Full-time	35%	17%	49%	34%
Part-time	88%	56%	29%	15%
Hispanic				
Full-time	48%	15%	74%	11%
Part-time	88%	49%	47%	4%

Note: Full-time enrollment is defined as 12 or more hours of class per week, and full-time work is defined as 35 or more hours per week. Both the black and white categories also include Hispanics. The survey covers students aged 16 to 24.

SOURCE: U.S. DEPARTMENT OF LABOR

A 25-Year Rise

Over the 25 years in which the federal government has collected student-employment statistics, the proportion of full-time college students in the labor force—that is, working or seeking work—has risen significantly, especially among women.

The percentages of full- and part-time students in the labor force shown in the following table probably understate the proportion of students who work, because in recent years the Department of Labor has limited its survey to students aged 16 to 24 instead of those 16 to 34.

	Men		Women	
Fall survey	Full-time	Part-time	Full-time	Part-time
1960	32%	97%	20%	75%
1965	35%	96%	23%	73%
1970	41%	97%	38%	75%
1975	45%	94%	41%	82%
1980	46%	96%	45%	85%
1985	47%	92%	51%	91%

Not only are more women working, but they are also working longer hours: In 1970, they worked an average of 15.6 hours a week; by 1984, the figure had climbed to 18.1.

For men, the average hours have remained stable, rising from an average of 20.6 hours in 1970 to 20.8 in 1984.

The following table shows the distribution of time worked by full-time college students in October 1984, the latest year for which the figures are available:

Hours worked	Men	Women	Total
1–14	28%	34%	31%
15–21	38%	39%	39%
22–34	21%	19%	20%
35 or more	13%	7%	10%

Few figures exist that indicate how much students earn, what share of their college expenses are met through their wages, and how those figures have changed over the last decade.

According to Ms. Christoffel of the College Board, undergraduates employed through the federal work-study program earn about $3.60 to $3.80 per hour, slightly above the legal minimum wage.

A survey sponsored by several higher-education associations found that undergraduate financial-aid recipients at private institutions met 7 per cent of their expenses through federal, state, or college work programs.

At public institutions, the comparable figure was 6 per cent.

In addition to campus programs, a variety of federal and state programs provide money for student employment.

Although the College Work-Study program is the federal government's major student-employment effort, the Department of Education also provides about $14-million to colleges for cooperative education. In those programs, students typically alternate periods of classroom study with periods of work at public or private organizations. The federal assistance covers administrative costs, not student salaries.

To supplement federal efforts, 17 states have started their own work-study programs and 15 are considering them. Most are modeled after the federal program, but some have more liberal provisions. Washington, for example, a state that last academic year spent $6.2-million on its program, allows students to work for profit-making organizations.

Ms. Christoffel's report, *Working Your Way Through College: A New Look at an Old Idea*, is available free of charge from the Washington office of the College Board, 1717 Massachusetts Avenue, N.W., Suite 404, Washington 20036.

Copies of the student-employment administrators' report, *Education at Work: Productivity Through Student Employment*, are available for $3.50 prepaid from Barbara Lutz, University of Texas at Arlington, U.T.A. Box 19619, Arlington, Texas 76019.

Most of this Year's Freshmen Hold Liberal Views, Study Finds

Fewer than a third support increased defense spending; almost three-quarters say wealthy people should pay more taxes

LOS ANGELES

Most of this year's freshmen support liberal positions on key political issues, according to a new study.

The majority of freshmen questioned in the national survey said that the federal government was not doing enough to support disarmament, control pollution, or protect consumers.

In addition, fewer than one-third of the students supported increased defense spending, almost three-quarters said wealthy people should pay more taxes, and a majority voiced support for legal abortion.

In spite of those positions, 20.9 per cent of the students—more than ever in the 20-year history of the annual study—identified themselves as either "conservative" or "far right" politically. In contrast, 22.4 per cent said they were "far left" or "liberal." 56.7 per cent called themselves "middle of the road."

"It may be that the term liberal has fallen a little bit in esteem," said Kenneth C. Green, one of the authors of the report. "In many contexts, liberal is a dirty word."

Mr. Green added that students might take political positions formerly considered liberal because such positions are more generally accepted today. "There is a national movement of certain political issues to the mainstream," he said. "What at one time was liberal now becomes mainstream."

The findings are reported in *The American Freshman: National Norms for Fall 1985*. The survey was conducted by the Cooperative Institutional Research Program of the University of California at Los Angeles and the American Council on Education.

In the survey, 70.9 per cent of the respondents said it was essential or very important to be "very well-off financially." That figure was down very slightly from 71.2 per cent in the fall of 1984.

Less Interest in Liberal Arts

The proportion of students who said "developing a meaningful philosophy of life" was "essential" or "very important" declined from a peak of 82.9 per cent in 1967 to 43.3 per cent last fall.

The survey also reported that:

► Freshmen showed steadily declining interest in studying the traditional liberal arts, especially science. In the latest study, 3.4 per cent of students anticipated majoring in the biological sciences (compared with 4.7 per cent in 1977), and 2.4 per cent planned to major in physical science (compared with 3.1 per cent in 1977).

► The proportion of freshmen planning to major in computer science dropped by 50 per cent in two years. About 4.4 per cent of respondents were interested in careers as computer programmers or computer analysts, compared with 6.1 per cent in 1984, and 8.8 per cent in 1983. Alexander W. Astin, the director of the study, said the drop was "remarkable when you consider that computer use and instruction in secondary schools has continued to grow rapidly during the past two years."

► Ten per cent of the freshmen said they wanted careers in engineering, down from the peak of 12 per cent in 1982.

► The proportion of students planning careers in business—the most popular choice—rose to 23.9 per cent, the highest figure in the study's history.

► For the third straight year, interest in school teaching rose slightly. In the survey, 6.2 per cent of students indicated interest in teaching careers, compared with 5.5 per cent in 1984.

Mr. Green said students might be more interested in careers in education because recent reform efforts have received a great deal of publicity.

He said that breaking down statistics by geographical regions indicated that students in states where reform efforts started many years ago showed more interest in education and related careers.

"There's variation on that, but it's going to be a while before some of the reform efforts trickle all the way down to a full cohort of students," he said.

Despite recent gains, the proportion of students wanting to teach is considerably below the level of the late 1960's, when more than 20 per cent of those surveyed said they wanted to be schoolteachers.

Fewer Back Legal Marijuana

The statistics were based on a sample of 192,435 new freshmen at 365 colleges and universities. The survey presented data separately for men and women; for predominantly black institutions; by type, control, and selectivity of institution; and by geographic region.

On political issues, fewer students than ever before supported the legalization of marijuana. The proportion of students in favor fell to 21.8 per cent, compared with 52.9 per cent in 1977.

But in addressing most other political and social topics included in the survey, the freshmen displayed a liberal bent.

A higher proportion than ever before—54.4 per cent—supported busing as a means of achieving integration in the schools. In responding to a question about marriage, 47.4 per cent said they agreed that "a couple should live together for some time before deciding to get married."

On a question asked for the first time this year, 54.2 per cent of the students said they believed that "nuclear disarmament is attainable."

Freshmen at predominantly black colleges have more even more liberal views on social issues than do freshmen at other types of institutions, the study found.

However, they are more conservative on economic issues, Mr. Green said.

For example, 72 per cent of the freshmen at predominantly black institutions supported a national health-care plan, compared with 61 per cent of all freshmen. In addition, more students at the black colleges than at colleges in general said the federal government was neither protecting consumers nor promoting disarmament.

A greater percentage of the students at black institutions said that military spending should be increased and taxes should be raised to reduce the deficit, the report said.

Nearly 27 per cent of the students at predominantly black colleges identified themselves as "liberal," 45 per cent said that they were "middle-of-the road," and 21 per cent described themselves as "conservative."

The majority of students entering black colleges are more committed to making money after graduation than are freshmen at the other types of institutions, the survey found.

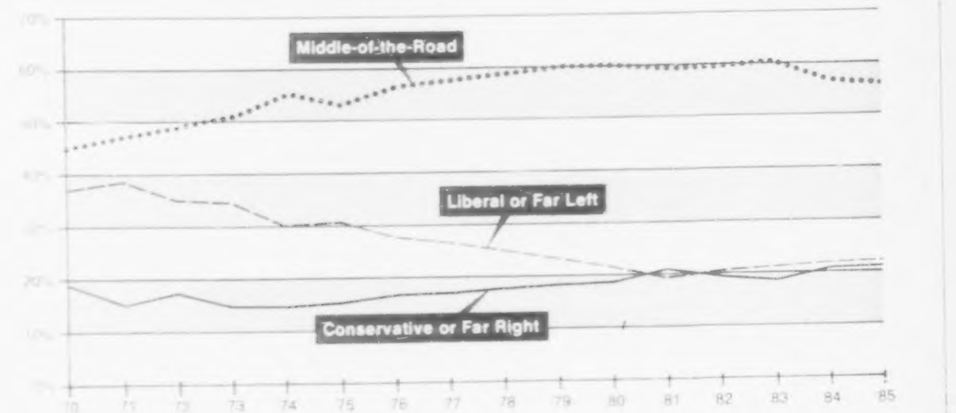
For example, more than 84 per cent of the black-college freshmen said that it was important to be "very well-off financially," the survey report said.

Slightly more than 80 per cent of the students at black colleges agreed that "college increases earning power," compared with the overall proportion of 72 per cent. In addition, 69 per cent of the students at predominantly black colleges agreed that "it is important to be successful in my own business," compared with 52 per cent of all freshmen surveyed.

The American Freshman is available for $8.50, postage paid, from the Higher Education Research Institute, Graduate School of Education, University of California, 405 Hilgard Avenue, Los Angeles 90024.

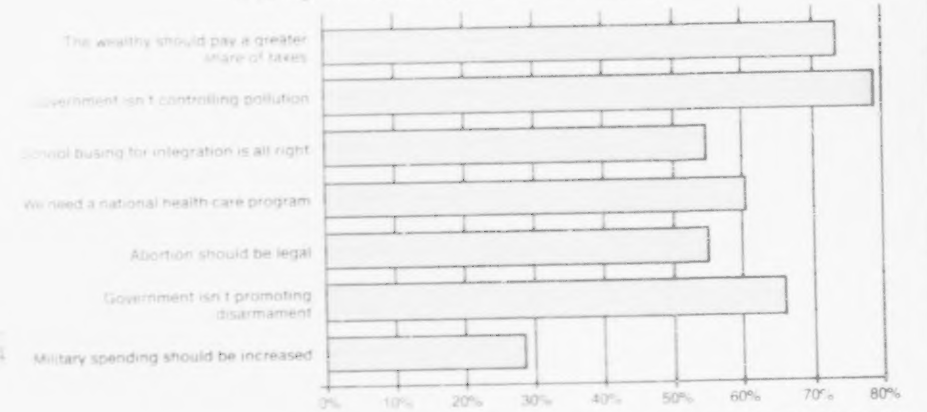
—THOMAS J. MEYER
AND GAYNELLE EVANS

Trends in Freshman Political Preferences



Attitudes on Political and Social Issues

Percentage of those who agree somewhat or strongly



SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1985"

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FACT-FILE

Freshman Characteristics and Attitudes

A national profile based on responses of 192,000 students who entered college in the fall of 1985

Characteristics

Age by December 31, 1985:	
16 or younger	0.1%
17	2.5%
18	72.2%
19	20.2%
20	1.9%
21-24	1.7%
25-29	0.7%
30-39	0.6%
40-54	0.2%
55 or older	0.0%

Racial/ethnic background:	
White	86.2%
Black	9.1%
American Indian	1.0%
Asian-American	2.0%
Mexican-American	1.2%
Puerto Rican-American	0.6%
Other	1.5%

Average grade in high school:	
A or A+	9.1%
A-	11.6%
B+	19.0%
B	25.5%
B-	13.9%
C+	12.3%
C	8.1%
D	0.5%

Academic rank in high school:	
Top 20%	41.0%
Second 20%	22.6%
Middle 20%	28.9%
Fourth 20%	6.4%
Lowest 20%	1.1%

Year of high-school graduation:	
1985	93.4%
1984	2.6%
1983	0.7%
1982 or earlier	1.9%
H.S. equivalency (G.E.D. test)	1.1%
Never completed high school	0.2%

Have met or exceeded recommended years of study, as proposed by the National Commission on Excellence in Education, in:	
English (4 years)	92.4%
Mathematics (3 years)	85.3%
Foreign language (2 years)	65.5%
Physical science (2 years)	54.4%
Biological science (2 years)	35.0%
History, American government (1 year)	99.0%
Computer science (.5 years)	57.5%
Art or music (1 year)	61.3%

Marital status:	
Not presently married	98.5%
Married, living with spouse	1.2%
Married, not living with spouse	0.4%

Disabilities:	
Hearing	0.9%
Speech	0.3%
Visual	2.1%
Orthopedic	0.9%
Learning	1.1%
Health-related	1.2%
Other	1.2%

Current religious preference:	
Baptist	14.5%
Buddhist	0.3%
Congregational (UCC)	1.5%
Eastern Orthodox	0.6%
Episcopal	2.6%
Islamic	0.2%
Jewish	2.8%
Latter Day Saints (Mormon)	0.2%
Lutheran	5.9%
Methodist	9.9%
Presbyterian	5.0%
Quaker (Society of Friends)	0.2%
Roman Catholic	37.0%
Seventh-Day Adventist	0.3%
Other Protestant	5.5%
Other religion	5.0%
None	8.4%

Student considers self a "born-again" Christian:	
Yes	23.9%
No	76.1%

Residence planned during fall term:	
With parents or relatives	30.7%
Other private home or apartment	6.2%
College dormitory	59.8%
Fraternity or sorority house	0.5%
Other campus housing	2.1%
Other	0.8%

Residence preferred during fall term:	
With parents or relatives	17.1%
Other private home or apartment	27.6%
College dormitory	42.0%
Fraternity or sorority house	6.2%
Other campus housing	4.8%
Other	2.3%

Father's occupation:	
Artist (incl. performer)	0.9%
Businessman	29.2%
Member of clergy or religious worker	1.0%
Engineer	8.5%
Farmer or forester	3.9%
Lawyer	1.5%
Military career officer	1.6%
Physician or dentist	2.1%
Other health professional	1.3%
Research scientist	0.6%
Teacher or administrator, college	0.9%
Teacher or administrator, elementary school	0.7%
Teacher or administrator, secondary school	3.5%
Worker, skilled	10.4%
Worker, semi-skilled	5.2%
Worker, unskilled	3.5%
Other occupation	22.4%
Unemployed	2.8%

Father's education:	
Grammar school or less	4.3%
Some high school	9.5%
High-school diploma	28.5%
Postsecondary other than college	5.0%
Some college	14.0%
College degree	19.6%
Some graduate school	2.7%
Graduate degree	16.4%

Mother's occupation:	
Artist (incl. performer)	1.5%
Businesswoman	12.6%
Member of clergy or religious worker	0.1%
Clerical worker	11.1%
Engineer	0.2%
Farmer or forester	0.3%
Homemaker (full-time)	22.3%
Lawyer	0.2%
Nurse	7.6%
Physician or dentist	0.3%
Other health professional	1.8%
Research scientist	0.1%
Social, welfare, or recreation worker	1.2%
Teacher or administrator, college	0.3%
Teacher or administrator, elementary school	5.6%
Teacher or administrator, secondary school	3.4%
Worker, skilled	2.0%
Worker, semi-skilled	3.0%
Worker, unskilled	2.3%
Other occupation	17.2%
Unemployed	7.0%

Mother's education:	
Grammar school or less	3.1%
Some high school	7.6%
High-school diploma	38.2%
Postsecondary other than college	7.7%
Some college	16.0%
College degree	17.0%
Some graduate school	2.5%
Graduate degree	7.8%

Students estimate chances are very good that they will:	
Change major field	13.1%
Change career choice	12.3%
Fail one or more courses	1.4%
Graduate with honors	12.1%
Be elected to student office	3.4%
Get a job to pay college expenses	37.5%
Work full time while attending college	3.5%
Join a social fraternity or sorority	17.9%
Live in a coeducational dormitory	28.4%
Play varsity athletics	15.3%
Be elected to an honor society	7.3%
Make at least a B average	40.0%
Need extra time to complete degree	6.3%
Need tutoring in some courses	11.2%
Work at outside job	21.1%
Seek vocational counseling	6.0%
Seek personal counseling	4.0%
Get a bachelor's degree	66.9%
Participate in student protests	4.6%
Drop out temporarily	1.2%
Drop out permanently	0.8%
Transfer to another college	10.7%
Be satisfied with college	53.6%
Find employment in preferred field	69.6%
Marry while in college	4.6%
Marry within a year after college	15.8%

Number of other colleges applied to for admission this year:	
None	33.7%
One	21.0%
Two	16.8%
Three	13.6%
Four	6.9%
Five	4.0%
Six or more	4.1%

Number of other college acceptances this year:	
None	17.8%
One	29.9%
Two	23.9%
Three	16.1%
Four	6.9%
Five	2.9%
Six or more	2.5%

College attended is student's:	
First choice	72.3%
Second choice	20.8%
Third choice	4.6%
Other	2.3%

Distance from home to college:	
5 miles or less	9.2%
6-10 miles	9.6%
11-50 miles	27.1%
51-100 miles	17.1%
101-500 miles	28.5%
More than 500 miles	8.6%

Reasons noted as very important in deciding to go to college:	
Parents' wishes	16.8%
Could not find job	4.0%
To get away from home	8.8%
To be able to get a better job	83.1%
To gain general education	61.3%
To improve reading and study skills	40.5%
Nothing better to do	2.4%
To become a more cultured person	32.6%
To be able to make more money	69.7%
To learn more about things	73.5%
To prepare for graduate school	46.0%

Reasons noted as very important in selecting college attended:	
Relatives' wishes	6.1%
Teacher's advice	4.2%
Good academic reputation	55.1%
Good social reputation	22.5%
Offered financial assistance	20.2%
Offers special education programs	22.2%
Low tuition	21.3%
Advice of guidance counselor	7.7%
Wanted to live near home	17.5%
Friend's suggestion	7.4%
Recruited by college	3.7%
Recruited by athletic department	4.5%
Graduates go to top graduate schools	25.7%
Graduates get good jobs	45.7%
Not offered aid by first choice	4.2%

Highest degree planned at college attended:	
None	3.5%
Vocational certificate	1.7%
Associate (or equiv.)	22.4%
Bachelor's	55.1%
Master's	11.8%
Ph.D. or Ed.D.	1.7%
M.D., D.O., D.D.S., or D.V.M.	1.3%
LL.B. or J.D.	0.8%
B.D. or M.Div.	0.2%
Other	1.6%

Highest degree planned anywhere:	
None	2.1%
Vocational certificate	1.2%
Associate (or equiv.)	6.2%
Bachelor's	38.2%
Master's	31.6%
Ph.D. or Ed.D.	9.2%
M.D., D.O., D.D.S., or D.V.M.	6.0%
LL.B. or J.D.	3.6%
B.D. or M.Div.	0.4%
Other	1.7%

Probable major field of study:	
Accounting	6.5%
Aeronautical engineering	1.3%
Agriculture	1.4%
Anthropology	0.1%
Architecture, urban planning	0.9%
Art, fine and applied	1.8%
Arts and humanities (misc.)	0.7%
Astronomy	0.1%
Atmospheric science	0.1%
Biochemistry or biophysics	0.5%
Biological sciences (misc.)	0.4%
Biology (general)	1.7%
Botany	0.0%
Building trades	0.4%
Business (misc.)	1.4%
Business administration (general)	7.4%
Business education	0.3%
Chemical engineering	0.7%
Chemistry	0.7%
Civil engineering	0.9%
Communications	2.5%
Computer science	2.3%
Data processing, computer programming	2.1%
Drafting or design	0.6%
Earth science	0.1%
Economics	0.4%
Education (misc.)	0.4%
Electrical or electronic engineering	3.9%
Electronics	0.5%
Elementary education	3.1%
Engineering (misc.)	1.4%
English	1.0%
Ethnic studies	0.0%
Finance	1.6%
Foreign language	0.5%
Forestry	0.6%
Geography	0.0%
Health technology	1.3%
History	0.7%
Home economics	0.5%
Industrial engineering	0.4%
Journalism	1.6%
Law enforcement	1.7%
Library science	0.0%
Management	5.3%
Marine science	0.1%
Marine-life science	0.3%
Marketing	2.6%
Mathematics	0.8%
Mechanical engineering	2.1%
Mechanics	0.5%
Microbiology or bacteriology	0.2%
Military science	0.2%
Music	1.0%
Music or art education	0.3%
Nursing	3.3%
Pharmacy	0.6%
Philosophy	0.1%
Physical education and recreation	1.2%
Physical sciences (misc.)	0.1%
Physics	0.4%
Political science	2.4%
Pre-dental, pre-medical, pre-veterinary	3.1%
Professional (misc.)	1.3%
Psychology	3.2%
Secondary education	1.1%
Secretarial studies	2.0%
Social work	1.0%
Social sciences (misc.)	0.2%
Sociology	0.3%
Special education	0.7%
Speech	0.1%
Statistics	0.0%
Theater and drama	0.6%
Theology and religion	0.2%
Therapy	1.9%
Women's studies	0.0%
Zoology	0.3%
Other fields	1.6%
Other technical fields	0.6%
Undecided	5.9%

Probable career occupation:	
Accountant or actuary	6.3%
Actor or entertainer	1.0%
Architect or urban planner	1.4%
Artist	1.5%
Business (clerical)	1.8%
Business executive	12.7%
Business proprietor	3.3%
Business salesperson or buyer	1.6%
Clergy (minister or priest)	0.2%
Clergy (misc.)	0.1%
Clinical psychologist	1.3%
Computer programmer or analyst	4.4%
Conservationist or forester	0.8%
Dentist	0.6%
Dietitian or home economist	0.2%
Educator (college)	0.3%
Educator (elementary)	3.8%
Educator (secondary)	2.4%
Engineer	10.0%
Farmer or rancher	0.7%
Foreign-service worker	0.9%
Homemaker (full-time)	0.1%
Interior decorator	0.6%
Interpreter	0.2%
Journalist or writer	2.2%
Lab technician or hygienist	0.8%
Law-enforcement officer	1.3%
Lawyer or judge	3.9%
Military person	1.1%
Musician	1.1%
Nurse	3.3%
Optometrist	0.2%
Pharmacist	0.7%
Physician	3.8%
Research scientist	1.4%
School counselor	0.2%
School principal or superintendent	0.0%
Social, welfare, or recreation worker	1.3%
Statistician	0.1%
Therapist	2.2%
Veterinarian	1.1%
Skilled trades	1.6%
Other occupation	6.9%
Undecided	10.7%

Estimated parental income:	
Less than $6,000	4.6%
$6,000-$9,999	4.2%
$10,000-$14,499	7.1%
$15,000-$19,999	7.1%
$20,000-$24,999	8.6%
$25,000-$29,999	8.8%
$30,000-$34,999	11.2%
$35,000-$39,999	9.8%
$40,000-$49,999	11.8%
$50,000-$59,999	9.5%
$60,000-$74,999	7.0%
$75,000-$99,999	4.3%
$100,000-$149,999	3.0%
$150,000 or more	3.0%

Number of parents' dependents:	
One	6.9%
Two	13.2%
Three	22.1%
Four	28.3%
Five	18.1%
Six or more	11.5%

Number of other dependents currently attending college:	
None	68.9%
One	23.4%
Two	5.6%
Three or more	2.1%

Concern about financing college:	
None	35.5%
Some	50.8%
Much	13.7%

Support from parental aid:	
None	29.7%
$1-$499	11.6%
$500-$999	8.4%
$1,000-$1,499	8.0%
$1,500-$1,999	5.6%
$2,000-$3,000	9.7%
Over $3,000	27.1%

Other savings:	
None	77.9%
$1-$499	12.0%
$500-$999	4.2%
$1,000-$1,499	2.6%
$1,500-$1,999	1.0%
$2,000-$3,000	1.0%
Over $3,000	1.4%

Note: Because of multiple responses, sections may not add to 100 per cent.

Continued on Following Page

FACT-FILE—Continued

Aid awarded on the basis of:	
Academic merit	51.7%
Financial need	80.8%
Athletic talent	11.8%
Other talent	3.2%
Other	20.7%

Support from Pell Grant:	
None	80.1%
$1-$499	4.9%
$500-$999	5.4%
$1,000-$1,499	4.5%
$1,500-$1,999	2.4%
$2,000-$3,000	2.0%
Over $3,000	0.6%

Support from Supplemental Educational Opportunity Grant:	
None	95.2%
$1-$499	1.7%
$500-$999	1.4%
$1,000-$1,499	0.9%
$1,500-$1,999	0.3%
$2,000-$3,000	0.5%
Over $3,000	0.1%

Support from state scholarship or grant:	
None	85.9%
$1-$499	5.4%
$500-$999	3.1%
$1,000-$1,499	2.5%
$1,500-$1,999	0.9%
$2,000-$3,000	1.8%
Over $3,000	0.5%

Support from college grant:	
None	81.5%
$1-$499	4.3%
$500-$999	4.6%
$1,000-$1,499	3.2%
$1,500-$1,999	1.4%
$2,000-$3,000	2.3%
Over $3,000	3.1%

Support from private grant:	
None	94.4%
$1-$499	2.2%
$500-$999	1.5%
$1,000-$1,499	0.9%
$1,500-$1,999	0.3%
$2,000-$3,000	0.4%
Over $3,000	0.3%

Support from College Work-Study grant:	
None	90.0%
$1-$499	3.5%
$500-$999	3.6%
$1,000-$1,499	2.1%
$1,500-$1,999	0.6%
$2,000-$3,000	0.2%
Over $3,000	0.1%

Support from part-time employment:	
None	69.2%
$1-$499	19.1%
$500-$999	7.6%
$1,000-$1,499	2.8%
$1,500-$1,999	0.8%
$2,000-$3,000	0.3%
Over $3,000	0.2%

Support from summer employment:	
None	51.6%
$1-$499	22.5%
$500-$999	13.5%
$1,000-$1,499	7.4%
$1,500-$1,999	2.4%
$2,000-$3,000	1.9%
Over $3,000	0.7%

Support from federal Guaranteed Student Loan:	
None	77.0%
$1-$499	1.3%
$500-$999	2.2%
$1,000-$1,499	3.5%
$1,500-$1,999	2.8%
$2,000-$3,000	12.3%
Over $3,000	0.9%

Support from college loan:	
None	96.3%
$1-$499	0.6%
$500-$999	0.7%
$1,000-$1,499	0.7%
$1,500-$1,999	0.4%
$2,000-$3,000	0.9%
Over $3,000	0.4%

Support from National Direct Student Loan:	
None	94.3%
$1-$499	1.1%
$500-$999	1.4%
$1,000-$1,499	1.4%
$1,500-$1,999	0.7%
$2,000-$3,000	1.0%
Over $3,000	0.1%

Attitudes and Activities

	All institutions			2-year colleges		4-year colleges				Universities		Predominantly black colleges	
	Men	Women	Total	Public	Private	Public	Pvt., non-sectarian	Protestant	Catholic	Public	Private	Public	Private
Activities in the past year:													
Used a personal computer*	27.8%	22.3%	24.9%	21.8%	17.3%	27.0%	24.9%	24.3%	24.2%	28.7%	29.6%	20.6%	25.6%
Played a musical instrument	38.5%	45.8%	42.3%	36.7%	39.5%	42.7%	45.8%	52.8%	40.5%	46.2%	49.4%	41.4%	45.2%
Attended a religious service	82.4%	87.3%	84.9%	80.6%	89.1%	86.7%	85.4%	91.2%	93.3%	85.7%	86.5%	91.4%	94.2%
Participated in a speech or debate	24.8%	25.2%	25.0%	19.6%	22.3%	26.6%	30.3%	28.5%	27.8%	27.6%	31.8%	34.2%	37.8%
Was president of one or more student organizations	25.1%	28.2%	26.7%	19.7%	27.7%	28.4%	32.6%	32.0%	28.7%	29.6%	37.2%	38.8%	42.1%
Was bored in class	90.5%	91.2%	90.9%	85.7%	90.8%	92.0%	92.9%	94.5%	93.5%	95.0%	94.9%	82.9%	86.9%
Had a major part in a play	18.1%	18.2%	18.1%	13.8%	17.8%	20.6%	23.5%	24.2%	17.4%	18.4%	20.4%	34.2%	29.8%
Won a varsity letter in sports	54.2%	38.2%	45.8%	38.3%	50.3%	48.8%	48.6%	51.8%	49.6%	50.0%	48.9%	34.8%	42.1%
Didn't complete homework on time	72.8%	64.8%	68.6%	65.5%	72.7%	69.9%	70.9%	72.4%	66.5%	70.6%	65.6%	66.3%	68.9%
Won an award in an art contest	16.8%	15.4%	16.1%	14.3%	18.6%	16.3%	19.9%	16.7%	15.9%	16.3%	16.7%	20.9%	19.3%
Edited the school paper, yearbook, or magazine	12.9%	22.4%	17.9%	14.0%	16.7%	15.3%	22.1%	19.6%	20.8%	19.3%	26.1%	16.2%	17.9%
Tutored another student	40.9%	43.7%	42.4%	31.5%	30.8%	43.5%	48.9%	45.7%	50.0%	51.5%	64.8%	40.1%	52.5%
Asked a teacher for advice*	21.7%	26.2%	24.1%	17.7%	27.5%	24.5%	31.0%	29.7%	28.6%	26.7%	30.7%	33.2%	41.6%
Participated in a science contest	19.3%	12.9%	16.0%	11.7%	16.6%	16.9%	18.0%	16.4%	16.1%	19.5%	21.3%	28.5%	29.4%
Did extra course work or reading	65.0%	72.9%	69.2%	64.6%	71.2%	70.1%	73.5%	71.1%	73.6%	70.4%	75.9%	71.0%	82.1%
Was a guest in a teacher's home	32.4%	32.9%	32.6%	26.4%	35.7%	35.3%	37.5%	43.1%	32.6%	33.5%	36.6%	47.7%	37.3%
Studied with other students	86.1%	90.1%	88.2%	83.1%	86.9%	89.6%	90.4%	91.2%	92.0%	91.9%	93.1%	89.6%	91.3%
Overslept and missed class or an appointment	29.6%	27.7%	28.6%	28.1%	31.2%	27.3%	31.6%	28.8%	26.9%	29.4%	28.2%	22.6%	27.9%
Smoked cigarettes*	6.6%	11.3%	9.1%	13.2%	13.0%	7.1%	7.8%	5.3%	7.8%	6.2%	5.0%	4.0%	2.8%
Performed volunteer work	68.7%	72.0%	70.4%	65.2%	71.3%	71.0%	73.8%	76.5%	77.6%	72.2%	78.0%	69.1%	74.0%
Missed school because of illness	72.8%	82.5%	77.8%	76.1%	80.8%	78.4%	78.5%	79.8%	79.6%	78.0%	77.8%	76.0%	73.5%
Attended a recital or concert	73.3%	79.6%	76.6%	70.3%	76.7%	77.0%	82.3%	82.2%	78.7%	80.7%	83.4%	69.4%	82.0%
Drank beer	71.8%	61.6%	66.5%	67.2%	63.4%	64.1%	61.0%	54.2%	72.2%	72.9%	68.8%	26.6%	35.3%
Stayed up all night	74.9%	73.8%	74.3%	72.6%	74.5%	74.3%	74.8%	74.1%	75.9%	77.1%	73.3%	62.4%	70.7%
Felt overwhelmed*	12.0%	19.6%	16.0%	11.5%	17.5%	16.0%	19.0%	20.4%	19.1%	19.3%	19.9%	11.2%	17.0%
Felt depressed*	6.1%	10.2%	8.2%	7.1%	10.4%	9.0%	9.2%	9.4%	8.8%	8.2%	7.9%	13.7%	10.8%
Political views:													
Far left	2.2%	1.5%	1.8%	1.9%	2.4%	2.0%	2.2%	1.3%	1.4%	1.6%	1.5%	5.0%	2.6%
Liberal	19.9%	21.2%	20.6%	17.8%	18.8%	20.4%	25.7%	19.3%	21.5%	22.2%	26.1%	24.0%	33.4%
Middle of the road	52.2%	60.9%	56.7%	52.9%	57.5%	57.0%	48.2%	51.5%	56.7%	54.3%	45.6%	45.1%	43.6%
Conservative	23.5%	15.7%	19.5%	16.2%	19.6%	18.9%	22.4%	26.4%	19.3%	20.8%	25.3%	21.1%	18.8%
Far right	2.1%	0.8%	1.4%	1.3%	1.6%	1.7%	1.5%	1.5%	1.2%	1.2%	1.5%	4.8%	1.7%
Agree strongly or somewhat that:													
Government isn't protecting the consumer	58.2%	66.2%	62.4%	65.7%	66.9%	62.6%	62.7%	60.6%	61.7%	57.5%	55.8%	70.6%	74.6%
Government isn't promoting disarmament	58.5%	73.0%	66.0%	64.3%	63.6%	65.7%	69.7%	65.2%	71.1%	66.2%	70.8%	67.9%	77.7%
Government isn't controlling pollution	75.8%	80.0%	78.0%	77.8%	76.0%	78.2%	79.4%	78.0%	77.7%	77.4%	80.2%	75.4%	78.6%
Government should discourage the use of energy	68.6%	74.5%	71.7%	70.6%	72.0%	71.8%	73.6%	72.1%	71.5%	71.9%	73.0%	67.4%	71.8%
Taxes should be raised to reduce the federal deficit	26.2%	19.8%	22.8%	19.8%	20.5%	23.4%	24.7%	23.1%	20.7%	26.1%	27.2%	30.4%	20.9%
Military spending should be increased	34.4%	19.7%	26.8%	27.7%	32.1%	29.1%	24.5%	26.2%	19.9%	25.3%	19.9%	36.8%	25.3%
Nuclear disarmament is attainable	51.7%	56.6%	54.2%	54.5%	53.0%	54.3%	55.2%	53.3%	57.0%	53.4%	54.5%	51.1%	55.9%
The death penalty should be abolished	22.6%	30.2%	26.6%	25.0%	25.5%	27.7%	30.1%	26.5%	33.1%	24.6%	29.8%	51.0%	45.8%
We need a national health-care plan	57.3%	63.3%	60.5%	65.2%	61.9%	61.3%	60.6%	54.7%	62.8%	54.1%	53.0%	71.3%	75.0%
Abortion should be legalized	54.5%	55.3%	54.9%	53.4%	50.5%	54.6%	58.5%	45.5%	40.1%	61.8%	57.0%	43.9%	61.6%
High-school grading was too easy	50.6%	49.6%	50.1%	47.1%	43.2%	50.3%	51.2%	54.1%	49.0%	53.5%	56.7%	37.5%	38.2%
Women's activities should be confined to the home	29.5%	16.0%	22.4%	24.6%	27.5%	22.7%	22.8%	22.2%	20.0%	19.0%	16.2%	37.5%	28.2%
Couples should live together before marriage	52.1%	43.1%	47.4%	51.3%	44.5%	46.1%	47.4%	33.3%	39.0%	48.6%	45.5%	46.8%	48.8%
Women should have job equality	86.4%	95.9%	91.4%	90.1%	90.1%	91.7%	91.9%	91.4%	92.2%	92.6%	93.8%	85.7%	91.3%
The wealthy should pay a larger share of taxes	73.5%	73.1%	73.3%	75.4%	68.0%	75.8%	69.7%	71.9%	71.6%	72.1%	66.4%	72.0%	76.6%
Marijuana should be legalized	24.8%	18.9%	21.8%	22.4%	21.8%	21.0%	23.0%	15.9%	17.5%	23.7%	19.9%	26.5%	19.8%
Busing to achieve racial balance in schools is all right	51.6%	56.9%	54.4%	57.6%	58.4%	55.4%	56.0%	52.4%	53.1%	48.3%	48.3%	71.8%	72.4%
Homosexual relations should be prohibited	58.3%	38.3%	47.9%	52.4%	56.7%	48.8%	43.9%	53.9%	42.9%	42.0%	32.1%	63.1%	52.3%
Colleges have the right to regulate off-campus behavior	15.7%	12.9%	14.3%	15.6%	19.0%	14.8%	15.1%	15.2%	12.1%	10.7%	10.9%	35.5%	24.0%
Students should help evaluate faculty members	70.9%	70.6%	70.7%	68.0%	66.6%	70.4%	72.4%	71.0%	71.5%	74.2%	76.8%	65.2%	68.1%
Colleges have a right to ban a speaker	27.5%	23.2%	25.3%	27.9%	29.5%	25.5%	23.4%	26.1%	22.9%	22.1%	19.6%	39.3%	25.0%
One can do little to change society	39.9%	34.7%	37.2%	40.4%	39.6%	37.5%	34.9%	32.8%	33.3%	35.9%	29.2%	47.6%	39.6%
College increases earning power	74.4%	69.3%	71.8%	77.9%	75.1%	72.6%	64.5%	64.4%	68.4%	69.5%	57.0%	80.9%	78.6%
Objectives considered essential or very important:													
Achieving in a performing art	9.9%	11.7%	10.8%	7.7%	12.6%	11.8%	15.0%	13.2%	10.9%	11.2%	14.2%	17.8%	13.5%
Becoming an authority in his or her field	73.1%	69.4%	71.2%	67.6%	68.2%	72.5%	73.9%	69.1%	71.9%	74.7%	74.7%	78.0%	82.6%
Obtaining recognition from colleagues	57.1%	53.5%	55.2%	50.8%	55.1%	56.4%	58.5%	49.3%	57.4%	60.0%	60.3%	60.9%	68.5%
Influencing the political structure	18.9%	12.7%	15.6%	12.0%	15.2%	16.6%	20.8%	15.6%	16.6%	16.7%	21.3%	30.8%	32.3%
Influencing social values	30.5%	35.1%	32.9%	29.5%	38.2%	32.8%	40.0%	37.7%	37.5%	32.0%	34.1%	43.5%	49.2%
Raising a family	69.3%	70.3%	69.8%	67.9%	70.9%	69.4%	70.2%	74.8%	74.3%	70.3%	72.4%	60.8%	65.4%
Having administrative responsibility	44.7%	41.1%	42.8%	41.5%	42.6%	44.6%	42.3%	38.0%	44.9%	44.7%	41.7%	52.8%	51.7%
Being very well-off financially	75.4%	66.8%	70.9%	73.4%	72.0%	71.2%	68.5%	58.3%	69.0%	72.3%	66.4%	83.6%	85.4%
Helping others who are in difficulty	55.1%	70.9%	63.4%	59.8%	65.5%	64.7%	68.1%	69.3%	70.7%	61.9%	66.0%	74.5%	79.1%
Making a contribution to scientific theory	17.0%	10.2%	13.4%	11.4%	10.4%	13.6%	13.9%	10.7%	12.5%	16.8%	18.6%	21.3%	22.4%
Writing original works	11.3%	12.1%	11.7%	8.7%	10.7%	12.2%	16.4%	12.8%	11.9%	12.9%	15.8%	19.0%	15.4%
Creating artistic works	10.6%	12.4%	11.5%	9.9%	16.1%	11.3%	15.5%	10.5%	11.5%	12.0%	11.7%	17.5%	12.3%
Being successful in his or her own business	56.2%	47.7%	51.8%	52.6%	57.8%	50.3%	54.7%	45.7%	52.1%	52.0%	47.3%	69.1%	67.7%
Helping clean up the environment	23.4%	17.5%	20.3%	20.4%	22.7%	20.5%	22.4%	18.3%	19.3%	19.6%	17.7%	31.2%	30.7%
Developing a philosophy of life	43.6%	43.0%	43.3%	36.9%	44.2%	44.4%	50.5%	47.2%	46.4%	45.1%	53.6%	64.3%	62.7%
Participating in community action	20.8%	24.7%	22.8%	18.8%	25.1%	24.5%	27.4%	24.9%	26.8%	23.3%	25.4%	39.7%	45.7%
Promoting racial understanding	30.8%	33.1%	32.0%	26.5%	31.2%	34.3%	41.9%	34.8%	36.2%	31.1%	38.7%	60.6%	73.3%
Being an expert on finance and commerce	30.7%	21.5%	25.9%	23.4%	26.0%	27.9%	28.6%	22.3%	28.1%	27.1%	26.3%	51.8%	42.7%

* Frequently only; all other activities frequently or occasionally

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Academic Leaders Showing New Optimism About Reform of Undergraduate Education

By ROBERT L. JACOBSON

NEW ORLEANS

Almost one year after a committee of the Association of American Colleges issued a blistering attack on the quality of undergraduate education and excoriated faculty members for widespread curricular decay, academic leaders are beginning to show a new spirit of optimism about the prospects for improvement.

Although concerns over insufficient coherence and rigor in bachelor's-degree programs have not abated, many college educators are shifting their attention from lamenting the shortcomings to doing something about them—and exchanging information about how they are progressing.

That positive and more activist focus was widely evident here this month at the first annual meeting of the A.A.C. since its committee's critique, *Integrity in the College Curriculum*, was published last February.

'A Lot of Movement'

The new optimism includes a belief that repeated calls for restoring the liberal arts to the heart of college and university curricula—a principal mission of the association—have finally taken root across the country.

"There's been a lot of movement" toward reform, observed Robert L. Hess, president of Brooklyn College of the City University of New York. He said college and university representatives here had shown more consensus on basic issues than in several previous years. In the past, he recalled, participants often got into all sorts of debates about the need for new core curricula and related proposals, but now "those are givens."

"There is growing recognition that a solid foundation of liberal learning or general education is an essential part of all undergraduate education," said John W. Chandler, president of the as-

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NCAA Votes to Bar Varsity Competition by Freshmen with Low Test Scores

PHOTOGRAPH FOR THE CHRONICLE BY JOHN C. PHILLIPS

Grambling State's Joseph Johnson: "If there is any integrity or morality left in this organization, it will find the right thing to do."

Impassioned pleas by leaders of black colleges are rejected

By CHARLES S. FARRELL

NEW ORLEANS

Rejecting impassioned pleas from the presidents of black institutions, an overwhelming majority of the nation's big-time-sports colleges voted last week to prevent freshman athletes with low standardized test scores from playing varsity sports.

Members of the National Collegiate Athletic Association's Division I did agree to delay the full effect of the rules by permitting athletes to offset lower-than-minimum test scores with higher-than-minimum grades during the first two years the rules are in effect.

Joseph B. Johnson, president of Grambling State University and a spokesman for the black colleges, vowed last week that his group would mount a legal challenge to

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Students May Lose $244-Million Under Deficit Law

By STACY E. PALMER

WASHINGTON

Federal spending on student aid must be cut by about $244-million this year to comply with the sweeping deficit-reduction law enacted by Congress last month, the Congressional Budget Office and White House Office of Management and Budget said last week.

Under the law, the President must issue an order by February 1 to reduce overall federal spending in the current fiscal year by $11.7-billion.

To do that, the budget agencies said all non-defense programs—ranging from National Science Foundation projects to postal subsidies provided to colleges and other non-profit groups—must be reduced by 4.3 per cent. Defense-related activities must be cut by 4.9 per cent.

The new law, known as the Gramm-

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'Commuter Marriages' a Growing Necessity for Many Couples in Academe

By SCOTT HELLER

A professor married to another professor is often a professor on an airplane.

Juliet Flower MacCannell knows. Tuesdays, Wednesdays, and Thursdays she's in Southern California, an associate professor of English at the University of California at Irvine. Come Thursday night, she boards Air California and flies 450 miles north to spend the rest of the week with her husband, Dean, a professor at the University of California at Davis, and their children.

Early Tuesday morning she flies back, usually arriving at 10:08 a.m. A cab ride later, Ms. MacCannell is in front of her class, lecturing on comparative literature.

The MacCannells estimate that their commuter marriage costs more than $1,000 a month. Ms. MacCannell rents a room near the Irvine campus, while Mr. MacCannell oversees their family home in Davis. The telephone bills alone run more than $150.

Although no firm figures are available, sociologists estimate that as many as 700,000 couples in the general population have commuter marriages, with the number expected to grow. Some experts say that academics make up a substantial portion of that population.

The reasons are clear: Getting a university teaching job is hard enough. Getting two jobs in the same place is nearly impossible.

"Commuting is going to be part of a life stage for more and more academic couples," predicts Harriet E. Gross, professor of sociology at Governors State University and co-author of *Commuter Marriage: A Study of Work and Family*.

Academics who've been through the experience offer mixed notices. Many are optimistic, surprising even themselves about how well it's worked out. Most, however, say they'd stop commuting in a minute if they could.

Juliet MacCannell says her career flourished when she began to commute five years ago. For three years before that, she had been a typical "academic wife," teaching a few classes on the Davis campus as the need came up. A tenure-track

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News Summary

(Articles on inside pages)

Space research is attracting a growing number of scholars from a variety of fields. Story on Page 7.

Many governors are placing state support for higher education among their top priorities this year. Story on Page 13.

The names of more than 650,000 student-loan defaulters have been turned over to the I.R.S. in an effort to tap tax refunds for overdue payments. Story on Page 13.

Good data about federal aid to students are hard to come by, observers say, and the lack could hinder Congressional action on the programs. Story on Page 13.

Too few foundations make an effort to inform grant-seekers of their activities through voluntarily published reports, critics say. Story on Page 18.

Writing exercises in science and mathematics courses are becoming an important method of teaching students to think more clearly. Story on Page 19.

American students who work against South Africa's system of apartheid should keep divestment as their top priority, a group of student leaders said. Story on Page 25.

Drug testing at football bowl games and championship tournaments won almost unanimous approval at the N.C.A.A.'s annual convention last week. Story and other dispatches from the meeting begin on Page 29.

A federal program that provides scholarship aid to undergraduates from Central America got under way at U.S. colleges last week. Story on Page 37.

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given the option of early retirement. The 13 undergraduate sociology majors will be allowed to complete their degrees, Mr. Hunter said.

Provost Brian Thompson said the university was planning to establish a center for the study of social change, which will continue to focus on important sociological issues.

Professor Reprimanded for Disrupting Speech

Following the recommendation of a faculty panel, the provost of Northwestern University last week issued a severe reprimand to a faculty member who helped disrupt a speech by a leader of the Nicaraguan "Contras."

In December, a faculty subcommittee found Barbara C. Foley, assistant professor of English, guilty of "grave professional misconduct" for her actions in preventing Adolfo Calero from speaking on the campus. The panel recommended that a letter "of severe reprimand and warning" be placed in her personnel file. She was told that a repetition of such behavior could result in her dismissal.

Mr. Calero had been invited by a student group, and Ms. Foley's actions, the panel found, "violated academic freedom, which included the right of a speaker to speak and an audience to hear."

Arson Suspected in Fires at Washington State U.

Officials at Washington State University have offered a $500 reward for information leading to the arrest and conviction of an arsonist who they believe was responsible for a series of fires in two residence halls.

No one was hurt in the three fires, which occurred before most students returned from the winter break. The blazes caused an estimated $55,000 in damage, a spokesman for the university said.

Officials are "relatively certain" that the second and third fires, which occurred in the lounges of a men's residence hall, were set by an arsonist. However, the causes of the first fire, which occurred in a women's dormitory, were still being investigated.

Swarthmore Bars Bias Against Homosexuals

Swarthmore College has amended its statement of policy on equal opportunity to bar discrimination against homosexuals in hiring and admissions. The college's trustees approved the change after more than a year of study by the student subcommittee of Swarthmore's Equal Opportunity Advisory Committee.

The change "insures that sexual preference will not be a basis for consideration for employment or admissions, and that one's sexual preference is personal, private, and, therefore, irrelevant," said Patricia Whitman, Swarthmore's equal-opportunity officer.

Fear Said to Deter Women from Careers in Science

The fear of a conflict between work and family keeps many talented young women from choosing a career in science, according to a study by an associate dean of Radcliffe College and a researcher at the Educational Testing Service.

Using data from a national study of high-school students, Norma C. Ware of Radcliffe and Valerie Lee of the testing service found that only 14 per cent of the young women in the top academic group had chosen a college science major, compared with 40 per cent of the young men.

The analysis showed that the women who placed a high priority on future family and personal life and whose college plans had been influenced by high-school teachers and counselors were less likely to major in science. The authors called the conclusion "surprising and not a little disturbing." They said the results showed that counselors and teachers could play a major role in directing young women toward scientific careers.

Corrections

An article on the new deficit-reduction law (*The Chronicle*, January 8), said that the National Science Foundation had reduced the rate at which it was making fiscal 1986 awards to universities. An N.S.F. budget officer said last week that the rate at which grants were awarded was not reduced between October 1 and December 31, 1985, but that it may be reduced this year to comply with the Gramm-Rudman-Hollings deficit-reduction law.

Student-Faculty Ratios, 1984-85

The following table correctly shows average student-faculty ratios for 1984-85, as calculated by Maryse Eymonerie Associates. The ratios are based on the number of full-time-equivalent students enrolled divided by the number of full-time-equivalent faculty members.

In the January 15 issue of *The Chronicle*, the column headings were inadvertently transposed.

Type of institution	Public	Independent	Church-related	All
Doctoral	17.1	11.7	11.1	15.7
Comprehensive	19.1	15.0	17.0	18.1
General baccalaureate	18.5	13.3	13.7	14.8
Specialized	18.5	13.8	14.4	16.1
2-year				
with academic ranks	14.3	16.6	10.7	14.4
without academic ranks	19.8	10.5	15.6	19.7
All institutions	17.5	13.5	14.0	15.3

Howard U.'s Radio Station Rated No. 1 in Highly Competitive Washington Area

PHOTOGRAPH FOR THE CHRONICLE BY PAUL WAGNER

James Watkins, acting general manager (above foreground, with announcer David Williams): "We have students who are actually on the air. They can compete with anyone else in the marketplace."

By GAYNELLE EVANS

WASHINGTON

When Howard University's radio station, WHUR-FM, signed on the air here in 1971, its staff members knew they would have to push hard to meet the competition from the area's 36 other commercial stations.

This month their efforts paid off. For the first time, the university's station was rated the No. 1 commercial radio station in its metropolitan area—boasting a daily average audience of more than 560,000.

"Achieving that kind of success in a market that size is quite unique for a college-owned station," says Jeffrey Tellis, president of the 650-station Intercollegiate Broadcasting System.

Of the nearly 1,300 college-owned stations in the United States, only seven hold commercial licenses, Mr. Tellis says. The majority are public-broadcasting stations or operate on closed circuits.

The other commercial stations are located at Brown, Cornell, Harvard, Princeton, and Yale Universities, Dartmouth College, and the University of Illinois at Urbana-Champaign.

Only Harvard's WHRB is in a more densely populated area than WHUR, which serves the ninth-largest radio market in the country, according to the Arbitron Ratings Company.

The company ranks subscribing radio stations quarterly by evaluating "listening" diaries kept by randomly selected people in 260 geographical areas, or markets. Arbitron has ranked WHUR in the Washington market's top 10 stations since 1977. The Harvard station's audience has never been large enough to be measured in the company's survey.

"The primary purpose of the radio station is to provide a broadcast training ground for our students," says Owen D. Nichols, Howard's vice-president for administration, to whom WHUR reports.

To reach the No. 1 position, the station's management used suggestions from WHUR's 36-member professional staff and its 15 student interns to gain nearly 100,000 new listeners within six months.

"Now we are the single target for each one of our 36 competitors," says M. James Watkins, II, the station's acting general manager, referring to the other commercial stations here.

Even though WHUR has been plagued by internal problems—including the firing last summer of its general manager and the loss of its top-rated announcer to a competitor—the station rose in September from sixth to second in the Arbitron ratings.

'Tightened Up Our Ship'

"During that time we did make a number of changes that tightened up our ship," says Mr. Watkins, who has been the station's acting general manager since July. The changes included increasing the station's promotional and community-service activities and adopting a new slogan and logo. WHUR's music director, its announcers, and some of its interns also began experimenting with the station's "format," or the kind of music played.

"The things we were doing began to pay off in the fall," says Mr. Watkins. "We got a lot of listener feedback in terms of calls and letters."

The students and staff "were becoming more creatively involved," he says. "Of course, that sort of thing has some effect over what goes out over the air. It's contagious, because then everybody begins to have new ideas."

One of the most significant changes was the introduction in October of "Softones," a six-hour program of soft, "mid-rhythm" music—primarily slower ballads. The show is a major departure from the station's regular format of fast-paced, urban contemporary music.

"Now we play music that can be played in office buildings and at home when you're trying to sit down and read," says Mr. Watkins. "I call it working music."

The music for "Softones" is picked in advance by the station's music director. "But students are involved in that whole music-selection process," says Mr. Watkins.

Students from Howard's schools of arts and sciences, business, communications, and engineering work at the station in a variety of capacities and receive course credit, says Howard A. Myrick, chairman of the university's radio, television, and film department.

For example, a student in business or broadcast management might be assigned to the station's advertising, sales, or promotion department, he says.

Engineering students help maintain the station's equipment, says Mr. Watkins. After the station was given to Howard by the Washington Post Company in 1971, engineering students helped to put WHUR on the air.

"It's because of the philosophy that we have toward student participation that we have students who are actually on the air," says Mr. Watkins. "They can compete with anyone else in the marketplace."

That philosophy also encourages Howard graduates to work for WHUR. Many of the station's professional staff members and all of its full-time announcers are Howard graduates. Most began at WHUR as student interns.

One former intern, David E. Williams, was ranked by Arbitron as one of the local market's most popular announcers. Mr. Williams, who graduated in 1983, is an English major who began working at the station in his sophomore year.

"I got into this business because I love it," says Mr. Williams. "Making it would have taken significantly longer if I had gone to school anywhere else," he says. "Howard gave me the opportunity to be what I am."

Students May Lose $244-Million Under Deficit Law

Continued from Page 1

Rudman-Hollings Act after its legislative sponsors, specifies that, in most cases, the President's order must reduce each federal program, project, or activity by an equivalent proportion to achieve those savings.

The General Accounting Office will send President Reagan a report this week outlining how the automatic spending cuts—which take effect March 1—must be made.

The accounting office may decide to revise the amounts calculated by the O.M.B. and C.B.O. before submitting its own report to the President.

The Education Department expects that its entire budget will have to be trimmed by $599.2-million.

"We can live with these cuts," said Education Secretary William J. Bennett. But he said he hoped automatic spending cuts would not have to be used in coming years. Under the deficit-reduction act, automatic reductions are to be imposed when Congress and the President fail to agree on an alternative way to reduce the deficit.

Said Mr. Bennett, "It would be far preferable to make these decisions according to some determination of priorities rather than mechanically and across the board."

Bruce M. Carnes, Deputy Assistant Education Secretary of Education for planning, budget, and evaluation, said this year's cuts could be "easily absorbed" by the department.

"I look at this way: If the federal government provides 8 per cent of all education spending in this country, then a 4.3-per-cent reduction of our budget translates into a 0.3-per-cent cut in education funding," Mr. Carnes said.

Larger Cuts Are Ahead

Spending reductions for this year are considered to be small in comparison to the dramatic spending cuts that may have to occur in future years. Beginning in fiscal 1987, the law calls for the deficit to be reduced by increments of about $36-billion a year until it is eliminated in 1991.

If the automatic approach had to be used in fiscal 1987, about $50-billion in cuts would be spread across various federal agencies. However, because the law exempts nearly three-quarters of the federal budget from the automatic scheme—including such items as Social Security and interest on the national debt—some higher-education lobbyists expect that reductions of about 30 per cent would have to be made in most college-assistance programs.

The fiscal 1987 cuts would take effect next October 1—just seven months after this year's round of reductions.

The report issued last week by the Office of Management and Budget and the Congressional Budget Office marked the first step in a complicated process of enacting this fiscal year's budget reductions.

The President is required to use the G.A.O. report as the basis of the executive order he will issue. The automatic cuts could be avoided if Congress and the President agreed on some other way to reduce the deficit. It is not expected that an alternative plan will be adopted, however.

Many agencies are still in the process of deciding how they will reduce their budgets by the mandatory amounts. However, the two biggest federal student-aid programs—those that provide Guaranteed Student Loans and Pell Grants—must be reduced through the use of formulas specified by law.

The deficit-reduction act requires that savings in the Guaranteed Student Loan program be achieved in two ways when the automatic cuts take effect. The origination fee that students pay when they first take out a subsidized loan will increase from its present level of 5 per cent to 5.5 per cent of the amount borrowed. The origination fees are collected by lenders but are forwarded to the Department of Education to help pay the costs of the loan program.

The second way in which the costs of the loan program will be reduced is by a reduction in the special interest payments that the government makes to lenders. The interest payment for each loan they make will drop by four-tenths of a percentage point this year.

Lenders are shielded from losing a significant amount of their payments, however, because the interest reduction applies only to the first year that a loan is made. After that, lenders will receive the full amount of the special interest payments allowed under the Higher Education Act.

For this year, any new loan made from March 1 to September 30 will be subject to the increased origination fee and the cut in the special interest allowance called for in the law.

About 2.5 million students—or 67 per cent of all students who receive a Guaranteed Student Loan—are expected to be affected by this year's origination-fee increase.

The Education Department also expects to award 68,000 fewer Pell Grants for academic 1986-87 than it would have without the deficit-reduction law—a cut of about 2 per cent.

In addition, an undetermined number of students will have the dollar amount of their Pell Grants reduced, according to budget officials.

Students from families with very low incomes must be protected from any of the cutbacks, according to another law that guides the operation of the Pell Grant program.

Students from middle-income families who typically receive grants of only about $200 will not receive Pell Grants this fall, budget officials said.

For other higher-education programs, such as aid provided to developing institutions or grants from the Fund for the Improvement of Postsecondary Education, the Education Department has not yet announced precisely how the 4.3-per-cent spending reduction will be achieved—whether, for example, it will be made by cutting the number of awards or their size.

In programs in which there are many highly qualified applicants for funds, officials will probably want to "spread the dollars widely" and award as many grants as they can, said Mr. Carnes.

But when only a few of the applications are strong, he said, it might make more sense to give out fewer awards so that the best candidates are not affected by this year's spending reductions.

At the National Institutes of Health, a budget official said no final decision had been made on how many biomedical research grants it will award this year. Although the N.I.H. is required by law to award 6,100 new grants, the official said that provision might have to be waived because of the required spending cuts. On the other hand, the agency may decide to award all the grants, but shrink the amount given to each project, he said.

Proposed 1986 Cuts in Funds for College Programs

Recommended reductions to meet the requirements of government's new deficit-reduction act

	Fiscal 1986 budget	Proposed cut
Department of Education		
Student assistance		
Pell Grants	$3,588,000,000	$154,284,000
Supplemental Grants	412,500,000	17,738,000
College Work-Study	592,500,000	25,477,000
State Student Incentive Grants	76,000,000	3,268,000
National Direct Student Loans	218,000,000	9,374,000
Guaranteed Student Loans	3,300,000,000	34,059,000
Graduate support		
Graduate and professional opportunities	11,750,000	505,000
Public-service fellowships	2,500,000	107,000
National graduate fellowships	2,500,000	107,000
Institutional assistance		
International education	32,050,000	1,379,000
Cooperative education	14,400,000	619,000
Veterans Cost of Instruction	3,000,000	129,000
Interest subsidies for facilities	23,500,000	1,010,000
Facilities construction grants	10,000,000	430,000
Facilities loans and insurance	17,996,000	5,000
Law School Clinical Experience	1,500,000	65,000
Aid to disadvantaged		
Developing institutions	141,208,000	6,072,000
College-aid migrant programs	1,200,000	52,000
Minority Institutions Science Improvement	5,000,000	215,000
Programs for disadvantaged students	176,370,000	7,584,000
Legal Training for the Disadvantaged	1,500,000	65,000
Bilingual education		
Training grants	33,566,000	1,443,000
Bilingual vocational training	3,686,000	159,000
Library resources		
Research libraries	6,000,000	258,000
Training and demonstration	1,000,000	43,000
Education for the handicapped		
Postsecondary programs	5,500,000	236,000
Research and development	17,000,000	731,000
Personnel development	64,000,000	2,752,000
Rehabilitation training	27,000,000	1,162,000
National Institute of Handicapped Research	44,000,000	1,892,000
Education research and statistics		
National Institute of Education	51,231,000	2,203,000
Center for Statistics	8,747,000	376,000
Fund for the Improvement of Postsecondary Education	12,710,000	547,000
Office for Civil Rights	43,635,000	1,876,000
Women's educational equity	6,000,000	258,000
Science and math education	45,000,000	1,934,000
Vocational education	838,814,000	36,069,000
Adult education	101,963,000	4,384,000
Arts and Humanities		
National Endowment for the Arts	165,959,000	7,136,000
National Endowment for the Humanities	140,629,000	6,047,000
Institute of Museum Services	21,394,000	920,000
National Archives and Records Administration	101,363,000	4,359,000
Department of Defense		
Basic research	927,000,000	52,700,000
Department of Energy		
General science	685,400,000	29,472,000
Department of Health and Human Services		
National Institutes of Health		
Library of Medicine		
Research	$16,502,000	$ 710,000
Education and training	41,306,000	1,776,000
International Center	11,551,000	497,000
Institute on Aging		
Research	150,675,000	6,479,000
Education and training	5,816,000	250,000
Institute of Child Health & Human Development		
Research	306,783,000	13,192,000
Education and training	15,013,000	646,000
Research resources		
Research	304,561,000	13,096,000
Education and training	1,106,000	48,000
Cancer Institute		
Research	1,219,899,000	52,456,000
Education and training	32,838,000	1,412,000
Institute of General Medical Sciences		
Research	455,515,000	19,587,000
Education and training	59,250,000	2,548,000
Institute of Environmental Health		
Research	188,758,000	8,117,000
Education and training	8,720,000	375,000
Heart, Lung, and Blood Institute		
Research	814,791,000	35,036,000
Education and training	44,448,000	1,911,000
Institute of Dental Research		
Research	98,118,000	4,219,000
Education and training	5,164,000	222,000
Inst. of Arthritis, Diabetes, & Digestive Diseases		
Research	541,827,000	23,299,000
Education and training	27,513,000	1,183,000
Institute of Allergy and Infectious Diseases		
Research	371,558,000	15,977,000
Education and training	11,894,000	511,000
Inst. of Neurological & Communicative Disorders		
Research	419,598,000	18,043,000
Education and training	13,764,000	592,000
Eye Institute		
Research	189,603,000	8,153,000
Education and training	5,491,000	236,000
Total N.I.H.	5,493,954,000	236,240,000
Alcohol, Drug Abuse, & Mental Health Admin.		
Research	415,360,000	17,860,000
Education and training	41,000,000	1,763,000
Health-professions education and training	227,100,000	9,765,000
National Science Foundation		
Science and engineering education	55,550,000	2,389,000
Research	1,352,205,000	58,145,000
Total N.S.F.	1,523,855,000	65,526,0000
Department of Agriculture		
Cooperative state research service	291,480,000	12,534,000
Extension service	342,747,000	14,738,000
Environmental Protection Agency		
Research and development	233,400,000	9,607,000
Miscellaneous		
Peace Corps	130,000,000	5,590,000
VISTA	19,000,000	817,000
Equal Employment Opportunity Commission	165,000,000	7,095,000
Postal subsidies for non-profit organizations	748,000,000	32,164,000
U.S. Information Service educational and cultural exchanges	140,500,000	6,042,000
Veterans readjustment benefits	917,000,000	39,431,000

Notes: Recommendations are from the President's Office of Management and Budget and the Congressional Budget Office. They must be approved by the General Accounting Office and incorporated in an executive order by the President. Education Department officials provided the figures for that agency.

In Federal Agencies

Budget cuts. The Congressional Budget Office and the Office of Management and Budget have submitted to the General Accounting Office a list of fiscal 1986 cuts they recommend for federal programs affected by the Gramm-Rudman-Hollings budget-reduction law (*Federal Register*, January 15, Pages 1,918-2,336).

Data collection. The following federal agencies have submitted lists of their data-collection requests to the Office of Management and Budget for review: Department of Education (*Federal Register*, January 13, Page 1,422) and National Foundation on the Arts and the Humanities (*Federal Register*, January 13, Pages 1,450-1).

Postsecondary education. The Department of Education has extended until March 4 the closing date for applications for fiscal 1986 awards under the Comprehensive Program of the Fund for the Improvement of Postsecondary Education (*Federal Register*, January 15, Page 1,833).

FACT-FILE

Fall 1984 Enrollment

By type and control of institution

	All students Total	All students Men	All students Women	Full-time students Total	Full-time students Men	Full-time students Women	Part-time students Total	Part-time students Men	Part-time students Women
Public institutions									
Doctoral	[illegible]	1,246,481	1,149,366	1,812,016	973,541	838,475	583,331	272,940	310,891
Comprehensive	[illegible]	1,025,925	1,175,503	1,431,413	697,762	733,651	770,015	328,163	441,852
General baccalaureate	392,294	174,066	218,228	238,551	117,128	121,423	153,743	56,938	96,805
2-year	[illegible]	1,867,166	2,382,435	1,488,267	731,370	756,897	2,761,334	1,135,796	1,625,538
All*	[illegible]	[illegible]	4,993,566	[illegible]	2,640,114	2,503,454	4,316,019	1,825,907	2,490,112
Private institutions									
Doctoral	[illegible]	[illegible]	284,325	465,691	265,791	199,900	168,294	83,869	84,425
Comprehensive	[illegible]	[illegible]	331,803	[illegible]	[illegible]	207,058	242,081	117,336	124,745
General baccalaureate	754,136	[illegible]	424,584	569,708	258,329	311,379	184,428	71,223	113,205
2-year	277,134	[illegible]	156,670	208,826	93,126	115,700	68,308	27,338	40,970
All*	[illegible]	[illegible]	1,384,600	1,954,615	1,007,390	947,225	827,533	390,158	437,375
All institutions									
Doctoral	3,029,832	1,596,141	1,433,691	2,277,707	1,239,332	1,038,375	752,125	356,809	395,316
Comprehensive	2,864,555	1,357,249	1,507,306	1,852,459	911,750	940,709	1,012,096	445,499	566,597
General baccalaureate	1,146,430	513,618	632,812	808,259	375,457	432,802	338,171	138,161	200,010
2-year	4,526,735	1,987,630	2,539,105	1,697,093	824,496	872,597	2,829,640	1,163,134	1,666,506
All*	12,241,940	5,863,574	6,378,366	7,098,368	3,647,509	3,450,879	5,143,552	2,216,065	2,927,487

By student level

	All students Total	All students Men	All students Women	Full-time students Total	Full-time students Men	Full-time students Women	Part-time students Total	Part-time students Men	Part-time students Women
Undergraduates									
Doctoral institutions	2,090,441	1,093,845	996,596	1,796,800	952,876	843,924	293,641	140,969	152,672
Comprehensive	2,185,138	1,050,457	1,134,681	1,690,721	826,450	864,271	494,417	224,007	270,410
General baccalaureate	980,661	441,547	539,114	779,862	359,336	420,526	200,799	82,211	118,588
2-year	[illegible]	[illegible]	[illegible]	1,517,063	[illegible]	792,234	2,212,869	918,200	1,294,669
All*	[illegible]	[illegible]	4,960,481	[illegible]	[illegible]	3,083,368	3,300,599	1,423,486	1,877,113
First-time freshmen									
Doctoral institutions	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	133,705	21,275	9,729	11,546
Comprehensive	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	188,031	48,375	21,728	26,647
General baccalaureate	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	113,116	24,595	10,386	14,209
2-year	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	525,014	266,102	350,863
All*	[illegible]	[illegible]	1,244,536	[illegible]	[illegible]	827,088	[illegible]	326,204	417,509
Graduate students									
Doctoral institutions	596,847	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	273,436	135,396	138,040
Comprehensive	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	42,545	290,324	127,841	162,483
General baccalaureate	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2,888	28,124	11,752	16,372
Specialized	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	17,235	[illegible]	33,549	22,379
2-year	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2,692	2,034	[illegible]
All*	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	649,159	308,334	340,825
First professional									
Doctoral institutions	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	84,672	[illegible]	3,825	1,251
Comprehensive	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2,916
General baccalaureate	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1,514	[illegible]	476
Specialized	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	8,249	3,696
All*	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Unclassified									
All	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	495,582	599,322

By state

	Public institutions	Private institutions	Total
Alabama	[illegible]	[illegible]	[illegible]
Alaska	[illegible]	[illegible]	[illegible]
Arizona	[illegible]	[illegible]	[illegible]
Arkansas	[illegible]	[illegible]	[illegible]
California	[illegible]	[illegible]	[illegible]
Colorado	[illegible]	[illegible]	[illegible]
Connecticut	[illegible]	[illegible]	[illegible]
Delaware	[illegible]	[illegible]	[illegible]
District of Columbia	[illegible]	[illegible]	[illegible]
Florida	[illegible]	[illegible]	[illegible]
Georgia	[illegible]	[illegible]	[illegible]
Hawaii	[illegible]	[illegible]	[illegible]
Idaho	[illegible]	[illegible]	[illegible]
Illinois	[illegible]	[illegible]	[illegible]
Indiana	[illegible]	[illegible]	[illegible]
Iowa	[illegible]	[illegible]	[illegible]
Kansas	[illegible]	[illegible]	[illegible]
Kentucky	[illegible]	[illegible]	[illegible]
Louisiana	[illegible]	[illegible]	[illegible]
Maine	[illegible]	[illegible]	[illegible]
Maryland	201,894	52,406	[illegible]
Massachusetts	183,064	[illegible]	418,966
Michigan	433,134	[illegible]	[illegible]
Minnesota	168,726	46,840	215,566
Mississippi	92,641	11,698	104,339
Missouri	170,092	[illegible]	240,920
Montana	32,716	4,345	37,061
Nebraska	80,201	17,201	97,472
Nevada	42,700	387	43,087
New Hampshire	27,323	25,726	53,049
New Jersey	247,388	61,942	309,330
New Mexico	54,265	[illegible]	[illegible]
New York	[illegible]	440,573	1,007,770
North Carolina	263,417	59,832	[illegible]
North Dakota	34,441	3,144	37,585
Ohio	381,810	[illegible]	518,435
Oklahoma	145,829	22,215	168,044
Oregon	129,231	22,579	151,810
Pennsylvania	307,172	221,497	528,669
Rhode Island	34,507	34,638	69,145
South Carolina	105,213	26,266	131,479
South Dakota	24,023	8,450	32,473
Tennessee	152,797	48,140	200,937
Texas	703,711	91,626	795,337
Utah	67,215	34,648	101,863
Vermont	18,192	12,594	30,786
Virginia	245,104	38,005	283,109
Washington	200,857	29,810	230,667
West Virginia	68,384	10,625	79,009
Wisconsin	235,084	35,781	270,865
Wyoming	23,424	0	23,424
U.S. Service Schools	52,788	0	52,788
Total	**9,459,592**	**2,782,348**	**12,241,940**
American Samoa	871	0	871
Guam	4,432	0	4,432
North Marianas	431	0	431
Puerto Rico	55,784	93,318	149,102
Trust Territories Pacific Islands	796	0	796
Virgin Islands	2,820	0	2,820

* Includes students enrolled in specialized institutions and new institutions not yet classified

SOURCE: CENTER FOR STATISTICS

Activists Assert

Continued from Preceding Page

even multiracial, or "open," universities—operate under restraints imposed by South Africa's apartheid laws.

"Some people are responding to the educational needs of South Africa as if it were Nigeria or Ghana, as if the political level in South Africa was not affecting something that was an obvious good like education," said James Breeden, dean of the Tucker Foundation, a public-service organization at Dartmouth.

"There is no non-affected area," he added.

Mr. Breeden said the Americans attending the meeting here had benefited from talking to the South African students, who he said had given them a clear picture of how their actions could affect the situation in South Africa.

"The strongest message that came out of this was the South Africans' rejection of people doing things to them and for them without consulting them," he said.

Edna Van Harte, a black student from the University of the Western Cape who is currently attending Queens College of the City University of New York, said South African students felt the need to inform Americans about the political situation in South Africa.

"For too long, people have said they know what is best for us," she said. "It's time we say for ourselves."

While they are wary that the scholarship funds may divert emphasis from divestment campaigns, some students said they opposed such efforts for political reasons, as well.

Some See a Paradox

Some students said it was "paradoxical" to promote efforts that encourage American institutions to take money out of South Africa, and at the same time support academic programs that may put more money in the hands of government-controlled universities there.

"If you are calling for disinvestment, and you are calling for [scholarship money], it's a contradiction," said Mr. Otunnu. "That's an indirect way of supporting the government, and that would also put down the level of discontent. The government would not feel the pinch to change."

Ms. Ransby said some advocates of the scholarship funds were "paternalistic" in their approach to aiding oppressed South Africans.

"The notion that education has to precede liberation—as if we're going to teach people how to liberate themselves and how to run their society—is arrogant at best," she said.

Some participants in the conference said the American students' stand on the scholarship funds had resulted in large part from their conversations with the South African students, some of whom discouraged any actions that might reinforce the apartheid system.

"I wanted to destroy the myth that it is okay for open universities to lay their hands on money in the name of black education," said Ms. Van Harte.

William B. Boyd, president of the Johnson Foundation, said he was surprised at the South African students' opposition to the idea of scholarship money going directly to racially mixed universities.

He added, however, "They weren't saying, 'Keep the money.' What they really wanted to say was, 'Be

How the NCAA Expects to Enforce Its New Academic Rules for Freshmen

NEW ORLEANS

Now that standardized-test scores, grade-point averages, and core curricula have become important factors in the eligibility of college athletes, National Collegiate Athletic Association officials expect the temptation to cheat to increase.

"Anytime you have a rule, there are going to be ways to beat it or try to beat it," said Stephen R. Morgan, assistant executive director of compliance and enforcement for the N.C.A.A. "Hopefully you make it tough enough that the guy who does it runs a substantial risk of getting caught, and if he gets caught his explanation won't work."

The standardized tests that athletes will have to take have elaborate security measures to detect cheating, Mr. Morgan said, making it easy to check on any suspect scores.

He said the association was prepared to investigate any reports that athletes are not eligible under the new academic standards. He said he expected such reports to come from other institutions that recruited the same athletes and "know that he or she couldn't have the appropriate core curriculum or test scores. It is the same kind of trip mechanism that we've relied on over the years."

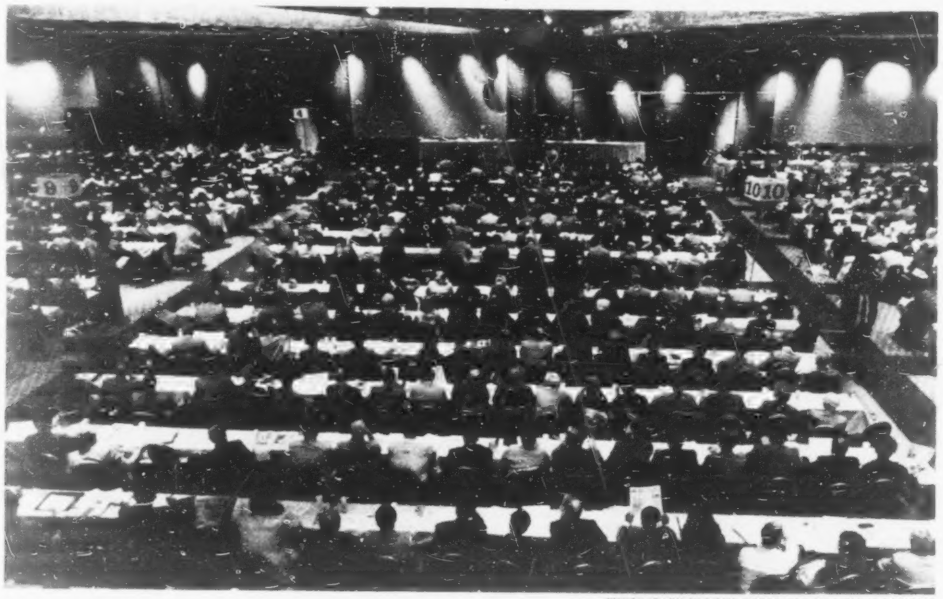
When such reports are received, the association will investigate whether the athlete is playing because of an inadvertent error in calculation or deliberately in violation of the rules. "That obviously," Mr. Morgan said, "is of major consequence."

Getting Word to High Schools

The new academic standards for freshman athletes at big-time-sports institutions will go into effect in August, and there is some concern about whether potential college athletes know about them.

John W. Ryan, president of Indiana University and former chairman of the National Collegiate Athletic Association's presidents' commission, said that while the association had twice in the past three years sent notices of the impending standards to high schools around the country, "undoubtedly, there will be some people who say they don't know about the rules."

That is a concern shared by Richard E. Lapchick, director of Northeastern University's Center for the Study of Sport in Society, which operates a program that is aimed in part at impressing upon high-school students, particularly athletes, the importance of education.



PHOTOGRAPH FOR THE CHRONICLE BY JOHN C. PHILLIPS

This was the scene at last week's N.C.A.A. convention. Some 1,800 delegates voted to keep minimum test scores as part of academic rules for freshmen.

Mr. Lapchick said he had spoken to about 7,000 high-school students in the past year. When he asked them if they were aware of the possibility that the new standards would be adopted, he said, "I've never had one kid raise his hand."

The standards have received attention in newspapers, Mr. Lapchick said, but apparently that has not been enough. "The N.C.A.A. has to devise a way of getting to high-school coaches nationwide," he said. "It's got to be talked about in locker rooms. Those athletes, as far back as junior high school, have to be systematically warned."

Until they are, Mr. Lapchick said, "there is going to be a lot of confusion, and it is going to be unfair to people."

Wilford Bailey, secretary-treasurer of the N.C.A.A. and one of the molders of the new standards, said initial confusion over the rules was inevitable, partly because "some people probably bet on the elimination of the standards."

Students who fall short of the new standards can be admitted to the college of their choice, Mr. Bailey noted. They simply are not eligible to play or practice during their freshman year.

"There is a great deal of uncertainty as to what number, what percentage, of athletes will be brought in under that provision," he said. "In some cases, there will be backing-off of highly-recruited players to see what's going to happen with their grades and test scores."

Many college coaches will probably encourage potential recruits to take the standardized tests as early in their high-school years as possible, Mr. Bailey said.

—CHARLES S. FARRELL

NCAA Prohibits Varsity Competition by Freshman Athletes with Low Test Scores

Continued from Page 1

the new rules, which he compared to apartheid in South Africa.

He said the black colleges would also develop a "hit list" of institutions that voted at the N.C.A.A.'s annual meeting here against proposals to drop the use of test scores to determine freshman eligibility. He said the list could be disseminated among potential athletic recruits throughout the country to make them aware of "institutions that don't have your best interest at heart."

Proposition 48, as the academic standards are commonly called, has been a hot topic of debate since it was approved at the N.C.A.A.'s annual convention in 1983. As adopted then, the standards called for freshman athletes to have a 2.0 grade-point average in a high-school core curriculum of 11 academic courses, plus a score of at least 700 on the combined Scholastic Aptitude Test or 15 on the American College Testing Program's examination, to be eligible for competition in intercollegiate sports at Division I institutions.

Presidents of black colleges reacted angrily to the inclusion of the minimum test scores. They said such a requirement discriminated against blacks, who historically have not scored as high on standardized tests as whites have.

A subsequent N.C.A.A. study found that a large number of black athletes who eventually received degrees would not have met the Proposition 48 standards had those standards been in effect when they were in college.

In response, most proponents of test scores argued that academic standards using only high-school grades would be open to manipulation and fraud.

The change that was accepted by a 2-to-1 margin at the convention last week was endorsed by the N.C.A.A.'s presidents' commission and council. It calls for a three-year phase-in of the new academic standards.

Here is how it will work:

In 1986-87, a freshman with a grade-point average as low as 1.8 in the core curriculum must score 740 on the S.A.T. or 17 on the A.C.T. exam to be eligible for varsity sports. A freshman with a 660 on the S.A.T. or 13 on the A.C.T. must have a 2.2 grade-point average.

In 1987-88, a freshman with a 1.9 grade-point average must score 720 on the S.A.T. or 16 on the A.C.T. A freshman with a 680 S.A.T. or 14 A.C.T. would need a 2.1 grade-point average.

After that, the minimum standards would be those originally adopted—700 on the S.A.T. or 15 on the A.C.T. and a 2.0 grade-point average.

Two Proposals Turned Down

The black colleges submitted two proposals to eliminate the use of test scores to determine eligibility. Their proposal to eliminate the use of test scores altogether was defeated by a vote of 248 to 47, with 7 abstentions and 18 votes not cast. A proposal to use test scores for academic placement only was defeated by a vote of 233 to 66, with 5 abstentions and 16 votes not cast.

The indexing scheme was approved on a vote of 206 to 94, with 4 abstentions and 16 votes not cast.

In speeches to the convention, black-college presidents were outspoken in their criticism.

"The N.C.A.A. should not be in the business of proposing academic standards," said Frederick S. Humphries, president of Florida A&M University. "There is an integrity issue here. The real issue is that if schools recruited athletes like they recruit other students, they'd be in great shape."

"The use of the tests to make a yes-no decision is clearly a misuse of the tests," said Luna I. Mishoe, president of Delaware State College.

"If there is any integrity or morality left in this organization, it will find the right thing to do," said Mr. Johnson of Grambling, who is also chairman of the athletics committee of the National Association for Equal Opportunity in Higher Education, a group of 114 predominantly black institutions. "All the evidence gathered since 1983 says a great travesty of justice will be done if this goes into effect. It is an academic hypocrisy for educators to stand before you and convince you it is right to use the S.A.T. and A.C.T. for freshman eligibility."

But supporters of using the scores would not be swayed.

John W. Ryan, president of Indiana University, who was chairman of the N.C.A.A. presidents' commission last year, said the indexing plan took into account many of the concerns expressed by black-college presidents by including some flexibility that will allow more black athletes to participate as freshmen.

Besides, he and others argued, freshman athletes who don't meet the standards can still enroll at a college; they simply will not be permitted to play or practice in their first year. Freshmen who have athletic scholarships do lose one of their four years of eligibility. Those who receive other forms of financial aid in their first year would have four years of eligibility remaining.

John R. Davis, president of the N.C.A.A., said the indexing plan would give many state education systems that do not have the prescribed core curriculum the time to establish one. Standardized test scores should rise as a result of the core curriculum, he said.

It was estimated, however, based on N.C.A.A. figures, that as many as 2,000 athletes who are now seniors in high school might not be eligible to play at Division I institutions next year because of the new rules.

"We are looking at a lawsuit," Mr. Johnson said in an interview after the votes had been cast. "We certainly feel there will be legal action before August [when the standards go into effect], perhaps some kind of injunction. I don't know if we'll win, but we have to pursue it."

Likens Situation to Apartheid

Mr. Johnson said he and other black-college officials were most disturbed by the fact that the indexing formula was accepted even though there was evidence that blacks would be affected disproportionately. "They know it was wrong," he said. "Obviously, this involves morals and integrity that those guys don't have."

He likened the situation to apartheid in South Africa. "This is the same thing," Mr. Johnson declared. "Are they trying to create a white organization?"

The list of institutions that voted against dropping the use of test scores will be "a hit list," Mr. Johnson said. "We'll be able to say, 'Go to a Georgetown because they understand what your problem is and they'll help. They'll treat you right.'

"Blacks will look at institutions that are sympathetic to their sons and daughters and try to get them in there."

To Consider Withdrawing

Georgetown University voted in favor of using the test scores for academic purposes only, but after that proposal was defeated, voted in favor of the indexing plan that incorporates test scores.

The 15 black institutions in Division I will also explore the possibility of withdrawing from the N.C.A.A.

"We're looking at the possibility of studying what are the benefits of belonging to the N.C.A.A.," Mr. Johnson said. "There may be nothing for us to stay for. We could set up our own organization and probably have some white schools join us."

Mr. Johnson said the black colleges would mount a national campaign against the new academic standards, using the services of people such as the Rev. Jesse Jackson, the civil-rights leader and former Presidential candidate, to get the message across.

"These institutions built arenas, field houses, and endowments on the backs of black kids," Mr. Johnson said. "Now they're saying, 'We don't need you. Go someplace else.' But we're not going to give up."

How Colleges Voted on Revisions in Academic Standards for Athletes

Members of NCAA's top division defeated 2 plans to eliminate test scores, but agreed to delay full effect of standards for 2 years

NEW ORLEANS

Members of Division I of the National Collegiate Athletic Association last week adopted one change in the new academic standards for freshman athletes that will go into effect on August 1. They rejected two other proposed changes.

The division agreed to delay the full effect of the rule for two years by permitting the use of a sliding-scale index. For the next two years, athletes will be permitted to offset lower-than-minimum standardized-test scores with above-minimum grades in college-preparatory courses in high school. They will also be permitted to offset lower grades with higher test scores.

Members of the division defeated two amendments proposed by a group of black colleges. One would have eliminated the use of standardized-test scores from the academic standards; the other would have limited their use.

Following are the roll-call votes on the three issues.

Institutions	Drop test use	Limit test use	Set up index system
U of Akron	No	No	No
U of Alabama	No	No	No
U of Ala at Birmingham	Yes	Abs	Yes
Alabama St U	Yes	Yes	No
Alcorn St U	Yes	Yes	No
American U	No	No	No
Appalachian St U	No	No	No
U of Arizona	No	No	Yes
Arizona St U	No	No	Yes
U of Arkansas			
Fayetteville	Yes	Yes	Yes
Little Rock	No	No	Yes
Arkansas St U	No	Yes	Yes
Auburn U	No	No	Yes
Augusta C	Yes	No	Yes
Austin Peay St U	No	—	Yes
Ball St U	No	No	Yes
Baylor U	No	No	No
Boise St U	No	Yes	Yes
Boston C	No	Yes	Yes
Boston U	No	No	Yes
Bowling Green St U	No	No	Yes
Bradley U	No	No	Yes
Brigham Young U	No	No	Yes
Brooklyn C	No	No	Yes
Brown U	No	No	Yes
Bucknell U	No	No	—
Butler U	No	No	Yes
U of California			
Berkeley	No	No	Yes
Irvine	No	No	Abs
Los Angeles	No	No	No
Santa Barbara	No	No	—
California St U			
Fresno	Yes	Yes	Yes
Fullerton	Yes	Yes	Yes
Long Beach	Yes	Yes	Yes
Campbell U	No	Yes	Yes
Canisius C	No	No	Yes
Centenary C	No	No	Yes
U of Central Florida	No	No	No
Central Michigan U	No	No	Yes
Chicago St U	Yes	Yes	Yes
U of Cincinnati	No	No	Yes
The Citadel	No	No	No
Clemson U	No	No	No
Cleveland St U	No	No	Yes
Colgate U	Yes	Yes	Yes
U of Colorado	No	No	Yes
Colorado St U	No	No	No
Columbia U Barnard C	No	No	Yes
U of Connecticut	No	No	No
Cornell U	No	No	Yes
Creighton U	No	No	No
Dartmouth C	No	No	Yes
Davidson C	No	No	Yes
U of Dayton	No	No	Yes
U of Delaware	No	No	No
Delaware St C	Yes	Yes	No
U of Detroit	No	No	Yes
Drake U	No	No	Yes
Drexel U	No	No	Yes
Duke U	No	No	No
Duquesne U	No	No	Yes
East Carolina U	No	No	No
East Tennessee St U	No	Yes	Yes
Eastern Illinois U	No	No	Yes
Eastern Kentucky U	—	No	Yes
Eastern Michigan U	Yes	Yes	Yes
Eastern Washington U	Yes	Yes	Yes
U of Evansville	No	No	Yes
Fairfield U	No	No	Yes
Fairleigh Dickinson U			
at Teaneck	No	No	Yes
U of Florida	No	No	Yes
Florida A&M U	Yes	Yes	Yes
Florida St U	No	No	No
Fordham U	No	No	No
Furman U	No	No	No
George Mason U	No	No	No
George Washington U	No	No	No
Georgetown U	Abs	Yes	Yes
U of Georgia	No	No	No
Georgia Inst of Tech	No	No	No
Georgia Southern C	No	No	Yes
Georgia St U	No	No	Yes
Gonzaga U	Yes	Yes	Yes
Grambling St U	Yes	Yes	No
Hardin-Simmons U	No	No	Yes
U of Hartford	Yes	Yes	Yes
Harvard U	No	No	Yes
U of Hawaii	No	No	No
Hofstra U	No	No	Yes
Holy Cross C	No	No	No
U of Houston	No	No	Yes
Houston Baptist U	No	No	Yes
Howard U	Yes	Yes	No
U of Idaho	No	No	Yes
Idaho St U	Yes	Yes	No
U of Illinois			
Chicago Circle	No	No	Yes
Urbana Champaign	No	Yes	Yes
Illinois St U	No	No	Yes
Indiana St U			
at Terre Haute	No	No	No
Indiana U (Ind.)	No	No	Yes
Iona C	No	No	Yes
U of Iowa	No	Yes	Yes
Iowa St U	No	Yes	Yes
Jackson St U	Yes	Yes	No
Jacksonville U	No	No	Yes
James Madison U	No	No	No
U of Kansas	No	No	Yes
Kansas St U	No	No	Yes
Kent St U	No	No	Yes
U of Kentucky	No	No	Yes
La Salle U	No	No	Yes
Lafayette C	No	No	Yes
Lamar U	Abs	Yes	Yes
Lehigh U	No	Yes	Yes
Long Island U-			
Brooklyn Center	Yes	Yes	Yes
Louisiana St U	No	No	No
Louisiana Tech U	Yes	Yes	Yes
U of Louisville	No	No	Yes
Loyola C (Md.)	No	No	Yes
Loyola Marymount U	Yes	Yes	Yes
Loyola U (Ill.)	No	No	Yes
U of Maine at Orono	Yes	Yes	No
Manhattan C	No	No	No
Marist C	No	No	Yes
Marquette U	No	No	Yes
Marshall U	No	No	No
U of Maryland			
College Park	No	No	Yes
Eastern Shore	Yes	Yes	No
U of Mass at Amherst	No	Yes	Yes
McNeese St U	No	Yes	Yes
Memphis St U	No	No	Yes
Mercer U	No	No	Yes
U of Miami (Fla.)	No	No	Yes
Miami U (Ohio)	No	No	Yes
U of Michigan	No	No	Yes
Michigan St U	No	No	Yes
U of Minnesota			
at Minneapolis-St. Paul	No	No	Yes
U of Mississippi	No	No	No
Mississippi St U	No	No	No
Mississippi Valley St U	Yes	Yes	No
U of Mo at Columbia	No	No	Yes
Monmouth C (N.J.)	No	No	Yes
U of Montana	No	No	No
Montana St U	Abs	Yes	No
Morehead St U	No	No	Yes
Morgan St U	Yes	Yes	No
Murray St U	No	No	Yes
U of Neb at Lincoln	No	No	Yes
U of Nevada			
Las Vegas	No	No	No
Reno	No	No	No
U of New Hampshire	No	No	Yes
U of New Mexico	No	No	Yes
New Mexico St U	—	No	No
U of New Orleans	No	No	Yes
Niagra U	No	No	Yes
Nicholls St U	No	No	Yes
U of North Carolina			
Chapel Hill	No	—	No
Charlotte	No	No	No
Wilmington	No	No	No
North Carolina A&T St U	No	No	No
North Carolina St U	No	No	No
North Texas St U	No	No	Yes
Northeast Louisiana U	No	No	Yes
Northeastern U	No	No	Yes
Northern Arizona U	No	No	Yes
Northern Illinois U	No	No	Yes
U of Northern Iowa	No	No	No
Northwestern St U	No	—	No
Northwestern U	No	No	No
U of Notre Dame	No	Abs	Yes
Ohio St U	No	No	Yes
Ohio U	No	No	Yes
U of Oklahoma	No	No	Yes
Oklahoma St U	No	No	Yes
Old Dominion U	No	No	Yes
Oral Roberts U	No	No	Yes
U of Oregon	No	No	No
Oregon St U	No	No	—
U of the Pacific	No	No	Yes
Pan American U	No	No	Yes
U of Pennsylvania	No	No	Yes
Pennsylvania St U	No	No	No
Pepperdine U	No	No	Yes
U of Pittsburgh	No	No	Yes
U of Portland	Yes	Yes	Yes
Prairie View A&M U	Yes	Yes	No
Providence C	Abs	Yes	Yes
Purdue U	No	—	Yes
Radford U	No	No	No
U of Rhode Island	No	No	Yes
Rice U	—	No	No
U of Richmond	No	No	Yes
Rider C	No	No	Yes
Robert Morris C (Pa.)	No	Yes	Yes
Rutgers U			
at New Brunswick	No	No	Yes
Saint Bonaventure U	No	No	Yes
Saint Francis C (N.Y.)	Yes	Yes	Yes
Saint Francis C (Pa.)	No	No	No
Saint John's U (N.Y.)	Yes	Yes	Yes
Saint Joseph's U (Pa.)	No	No	Yes
Saint Louis U	No	No	Yes
Saint Mary's C (Cal.)	No	No	No
Saint Peter's C	No	No	Yes
Samford U	No	No	Yes
San Diego St U	Yes	Yes	Yes
U of San Francisco	No	No	No
San Jose St U	Yes	Yes	No
U of Santa Clara	No	No	Yes
Seton Hall U	Yes	—	Yes
Siena C	Yes	Yes	Yes
U of South Alabama	No	No	Yes
U of South Carolina	No	No	No
South Carolina St C	Yes	Yes	No
U of South Florida	No	No	Yes
Southeastern La U	No	No	Yes
U of Southern Cal	No	No	Yes
Southern Illinois U			
at Carbondale	Yes	Yes	Yes
Southern Methodist U	No	No	No
Southern U			
at Baton Rouge	Yes	Yes	No
Southwest Mo St U	No	No	Yes
Southwest Texas St U	—	No	No
U of Southwestern La	No	Yes	Yes
Stanford U	No	No	No
Stetson U	No	No	Yes
Syracuse U	No	No	Yes
Temple U	Abs	Abs	Yes
U of Tennessee			
Chattanooga	No	No	Yes
Knoxville	No	No	No
Tennessee St U	Yes	Yes	No
Tennessee Tech U	No	No	Yes
U of Texas			
Arlington	No	No	No
Austin	No	No	Yes
El Paso	No	No	—
San Antonio	No	No	Yes
Texas A&M U	No	No	Yes
Texas Christian U	No	No	No
Texas Southern U	Yes	Yes	No
Texas Tech U	No	No	No
U of Toledo	No	No	Yes
Towson St U	No	No	Yes
Tulane U	No	No	Yes
U of Tulsa	No	No	—
U.S. Air Force Acad	No	No	No
U.S. International U	Yes	Yes	Yes
U.S. Military Acad	No	No	Yes
U.S. Naval Acad	No	No	No
U of Utah	No	No	Yes
Utah St U	Yes	Yes	Yes
Utica C	No	Yes	Yes
Valparaiso U	No	Yes	Yes
Vanderbilt U	No	No	No
U of Vermont	No	No	Yes
Villanova U	No	No	Yes
U of Virginia	No	No	No
Va Commonwealth U	No	No	Yes
Virginia Military Inst	No	No	No
Va Polytechnic Inst			
and St U	No	No	Yes
Wagner C	Yes	No	No
Wake Forest U	No	No	No
U of Washington	No	No	Yes
Washington St U	No	No	Yes
Weber St C	No	Yes	No
West Texas St U	No	No	Yes
West Virginia U	No	No	Yes
Western Carolina U	No	No	No
Western Illinois U	No	No	Yes
Western Kentucky U	Yes	Yes	Yes
Western Michigan U	No	No	Yes
Wichita St U	No	No	Yes
C of William and Mary	No	Yes	Yes
U of Wisconsin			
Green Bay	No	No	Yes
Madison	No	No	Yes
U of Wyoming	No	No	Yes
Xavier U	No	Yes	Yes
Yale U	No	No	Yes
Youngstown St U	No	No	No
Conferences			
Atlantic Coast	No	No	No
Big East	—	Yes	Yes
Big Eight	No	No	Yes
Big Sky	No	No	Yes
Big Ten	No	No	Yes
Colonial	No	No	No
East Coast	No	No	Yes
Gateway Collegiate	Abs	Abs	Abs
Gulf Star	No	No	No
High Country	No	No	Yes
Ivy League	No	No	Yes
Metropolitan Atlantic	No	No	Abs
Metropolitan Collegiate	No	No	Yes
Mid-American	No	No	Yes
Mid-Continent	No	No	Yes
Mid-Eastern	Yes	Yes	No
Midwestern Collegiate	No	No	Yes
Missouri Valley	No	No	Abs
Mountain West	No	No	Yes
Northern Pacific	Yes	Yes	Yes
North Star	No	No	Yes
Ohio Valley	No	No	Yes
Pacific Coast	Abs	Abs	Yes
Pacific-10	No	No	Yes
Southeastern	No	No	No
Southern	No	No	No
Southland	No	No	Yes
Southwest	—	No	No
Southwestern	Yes	Yes	No
Sun Belt	No	No	Yes
Trans America	—	No	Yes
West Coast	No	No	Yes
Western	No	No	Yes

Abs Abstained
— Not voting

PHOTOGRAPH FOR THE CHRONICLE BY JOHN C. PHILLIPS

Joe L. Boyer, president of Mississippi Valley State University, receives ballot for roll-call vote at N.C.A.A. convention.

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News Summary

Articles on inside pages

A prize-winning professor at Columbia University applied the principles of chemistry to biological events to develop "chiral" molecules. Story on Page 7.

Government aid to students who are planning religious careers does not necessarily violate the constitutional separation of church and state, the Supreme Court has ruled. Story on Page 12.

Education Secretary William J. Bennett favors federal consumer-protection legislation to cover college students. Story on Page 12.

State loan-guarantee agencies are making little progress in apprehending students who are involved in loan fraud. Story on Page 13.

States will award $1.29 billion in grants and scholarships to needy undergraduates this year, a new survey indicates. Story on Page 13.

Falling oil prices mean less money for colleges in some states. Story on Page 21.

Editorial consultants give young scholars advice on how to turn a dissertation into a publishable work. Story on Page 23.

Colleges are seeking alternative arrangements for liability insurance as the industry increases premiums and cuts coverage. Story on Page 26.

The resignation of the University of Minnesota's basketball coach after the arrest of three players for sexual assault raises questions about who is responsible for team members' actions. Stories on Page 33.

Black high-school students in South Africa have broken a year-long boycott and returned to classes temporarily. Story on Page 35.

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Most Students Are Satisfied with Their Education, Survey Indicates, but Frustrations Are Widespread

By **ROBERT L. JACOBSON**

Nearly four-fifths of American undergraduates, surveyed in the spring of 1984, said they were satisfied with their education. But along with that apparent vote of confidence were frustrations and disappointments that, for millions of students, constituted a largely negative evaluation of the college-going experience.

Among the indicators:

► If they could choose between taking a job right away and taking the same job after finishing their studies, about 41 per cent of the students said they would drop out at once to take the job.

► Almost 37 per cent said they were bored in class.

► About 40 per cent said no professors at their institutions took a "special personal interest" in their academic progress. Barely one-third of the students said they knew professors to whom they could turn for personal advice.

► About 42 per cent said most students were treated like "numbers in a book," and fewer than one-third said their institutions provided adequate advice on vocational issues, financial aid, or personal matters. Even on academic matters, only about 18 per cent rated their institutions' advising programs "highly adequate," compared with nearly 60 per cent who rated them merely "adequate" or worse.

Selected findings from the Carnegie Foundation survey of students appear in tables beginning on Page 27.

► While three-fourths of the students acknowledged that general education added to their understanding of other courses and helped prepare them for "lifelong learning," nearly 40 per cent considered general studies irrelevant to the subjects in which they were most interested. Close to that proportion complained that general-education courses were rarely taught by the best faculty members, and nearly one-third said such courses did not help prepare people for jobs.

Those findings have been drawn from thousands of previously unpublished statistics amassed by the Carnegie Foundation for the Advancement of Teaching in copyrighted reports of the survey. The participants were 5,000 undergraduates at a representative sample

Continued on Page 30, Column 1

Expected Cuts in U.S. Funds Will Limit State College-Aid Budgets, Officials Say

By **SCOTT JASCHIK**

"It's like trying to find your way before they invented the compass."

That's how Dorothy S. McDiarmid, chairman of the Virginia House Appropriations Committee, summed up the plight that state legislators face this year as a result of the federal Gramm-Rudman-Hollings deficit-reduction act.

Ms. McDiarmid and other state political leaders said the law, which requires automatic cuts in federal spending to reduce the national budget deficit, will probably limit or prevent increases in state appropriations for higher education in the next few years.

Higher education is but one of many areas facing major cuts at the federal level, and state legislators will be hard pressed to make up for many of those cuts, the state leaders said.

In tight budget years, many state legislators tend to place elementary and secondary education before higher education in their priorities.

State officials stressed last week that they still did not know how much their governments would lose directly under the deficit-reduction act this year or next—and they were unsure how governors and legislators would respond.

But Federal Funds Information for

Continued on Page 20, Column 1

Probe of Shuttle Disaster Stalls Space Research

The investigation into last week's explosion of the space shuttle is likely to delay future flights and force scientists to scrap or postpone research projects. See story on Page 4.

Health-Care Shifts Said to Curb Need for New Physicians

BALTIMORE

Health-maintenance organizations and new health-care programs will substantially reduce the number of physicians needed in the United States by the end of the decade, according to researchers at the Johns Hopkins University school of public health.

In a study published in the *New England Journal of Medicine*, the scientists said projections made in 1980 by a national advisory panel had overestimated the country's need for physicians by as much as 50 per cent.

The scientists said the Graduate Medical Education National Advisory Council had assumed most physicians would continue practicing in conventional fee-for-service settings, such as private offices and hospi-

Continued on Page 26, Column 1

2 Scholars' Conflict in Sears Sex-Bias Case Sets Off War in Women's History

By **KAREN J. WINKLER**

Conflicting testimony by two scholars in a pending sex-discrimination case brought by the Equal Employment Opportunity Commission against Sears, Roebuck & Company is causing a storm of controversy in the discipline of women's history.

The case pitted Rosalind Rosenberg, a Barnard College historian who served as an expert witness for Sears, against Alice Kessler-Harris, a historian at Hofstra University who served as an expert witness for the E.E.O.C. On the stand last year, the two highly respected scholars differed sharply on the historical roots of sex discrimination in the work force.

Why have their few hours of testimony in a 10-month trial sparked articles in the popular, scholarly, and feminist presses; been the subject of a Columbia University conference on the subject of women and society; and led to resolutions by women's-history groups and to letters and petitions circulated to the historical profession at large?

Investigation Began in 1973

For many scholars, the testimony raises questions not just about the merits of the sex-discrimination case against Sears, but also about the merits of the scholarly debate on culture and sex differences, the validity of statistical evidence, the relationship between scholarship and politics, and the suitability of scholars as expert witnesses.

In 1973, the E.E.O.C. began to investigate Sears on charges of discriminating against women and members of minority groups. In 1979, the commission filed suit in federal court in Chicago, charging the company with a "pattern or practice" of sex discrimination. When the case came to trial in 1984, the E.E.O.C. made two allegations: that Sears had discriminated against women in hiring for the higher-paying commission-sales jobs, and that it had paid women

Continued on Page 8, Column 1

PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AGENCY

A Pennsylvania State Police expert examines a questionable student-loan application.

State Loan Agencies Search for Ways to Halt Fraud; Pa. Plan Is Praised

Pennsylvania plan

By ROBIN WILSON

SAN DIEGO

Only one state student-loan-guarantee agency—the Pennsylvania Higher Education Assistance Agency—has a sophisticated fraud- and abuse-detection unit, agreed loan officials at a conference here.

In the eight years since the unit was established, its chief, I. E. Beard, has received hundreds of telephone calls from other agencies seeking information about its operations.

Seven special investigators employed by the agency gather dozens of tips each week on possible loan abuse from students, neighbors, landlords, and campus administrators. The investigators pursue each tip, tracking down borrowers and checking the records of colleges and banks to try to verify the accusations, Mr. Beard said.

The investigators are authorized by state law to carry guns, make arrests, and seek warrants to search suspects' property.

Seven other employees audit student-loan records at colleges and lending institutions to insure that each loan was properly certified by college officials and that the funds went to eligible students.

Mr. Beard says his investigators and auditors look for the following types of loan abuse:

Misuse. Any student who does not use loan money for educational bills or necessary living expenses such as room and board or school supplies is misusing it, Mr. Beard said. In most cases of misuse, he said, students apply for a loan intending to use it for college but then drop out and use the money to help buy a car or other personal property.

Forgery. Borrowers who apply for a student loan with no intention of attending classes frequently forge the signatures of student-aid officials to certify their loan applications to lenders. They must commit forgery a second time if, as required in Pennsylvania, loan checks are made payable jointly to the student and the college.

Fraudulent applications. People involved in loan fraud usually submit several applications, using the names and address-

Continued on Page 16, Column 1

State loan agencies

SAN DIEGO

Officials of the California Student Aid Commission received an unexpected tip last year that helped them uncover a $150,000 loan-fraud scheme.

While moving a graduate student's belongings out of a dormitory, campus security officers at the University of California at Santa Cruz had run across a box containing dozens of applications for student loans at colleges across the country.

The security officers remembered the box during a briefing with officials of the commission, who were visiting California campuses to tell administrators how they could help track down people who had received student loans fraudulently.

Upon investigating, the commission people learned that the student had been traveling across the country in a new Mercedes-Benz, picking up his loan checks, and never attending classes.

Dean Taylor, the supervisor of the California commission's two-year-old loan-fraud unit, said his staff would probably never have discovered the scheme if the campus officials hadn't mentioned it.

Lack of Data Base Is Bemoaned

Several other state officials at a conference here on curbing abuse of student loans told similar stories of stumbling onto loan-fraud schemes. Their accounts dramatized complaints by officials of state loan-guarantee agencies about the lack of a national data base that they could use to exchange information and determine whether a student had illegally received multiple loans.

The federal government guarantees student loans, and state agencies reinsure them for lenders in their states. The agencies are responsible for tracking down defaulters.

State officials acknowledged that often the guarantee agencies themselves had not vigorously tried to prevent fraud in the program.

Only about a dozen state agencies, they said, employ people whose primary job is

Continued on Page 16, Column 1

Calls on Accreditors to Do More

role for the federal government, noting that it is prohibited by law from prescribing the kinds of courses offered by colleges that receive federal money.

Because state governments are responsible for licensing and recognizing individual colleges, Mr. Bennett said the states should also take an active role in improving the accountability of colleges and universities.

For instance, he said, state governments should take into account the quality of an institution when deciding how much financial support it deserves. He praised Tennessee for incorporating measurements of students' performance at particular colleges into the process used to allocate state aid to institutions of higher education.

In addition, Mr. Bennett said, more state higher-education agencies should administer tests to students throughout their college careers to determine the "value added" to their intellectual abilities by their studies.

Mr. Bennett recommended several other ways to assure high quality in college programs:

► Postsecondary institutions should take more care to admit only students who are equipped to benefit from higher education. He said the Education Department had found instances in which college-admissions tests for students who did not have a high-school diploma were "geared to the third- and fourth-grade level."

"Institutions are defrauding students," said Mr. Bennett, "and in many cases they are ripping off the American public when they admit individuals who are manifestly unprepared for the work that will be required of them."

► Colleges "must do a more conscientious job of stating their goals, of gauging their own success in relation to those goals, and of making their results available to everyone—students, prospective students, parents, citizens, and taxpayers."

Because there are "individual institutional goals that vary enormously from school to school," Mr. Bennett said, "it is only sensible that each school appraise its own progress toward those goals."

First in Series of Hearings

Last week's session was the first in a series of hearings the Senate subcommittee plans to hold on the federal government's role in assessing and improving postsecondary education.

Sen. Robert T. Stafford, Republican of Vermont and chairman of the subcommittee, said that since federal student-aid programs had increased the ability of students to obtain higher education, "we must insure that the postsecondary education they receive is of the highest caliber possible."

"As the anecdotal evidence continues to mount that many students are taken advantage of by shoddy institutions with no real

Continued on Page 22, Column 1

State Funds for Needy Undergraduates to Rise 12 Pct. This Year, Survey Finds

WASHINGTON

State spending on grants and scholarships for needy undergraduates is expected to rise nearly 12 per cent this year, the largest rate of increase in nine years.

States expect to award $1.29-billion to 1.3 million needy undergraduates in academic 1985-86, $138-million more than in 1984-85, a survey by the National Association of State Scholarship and Grant Programs has found. Last year, such spending grew 11.4 per cent.

No Increase in 14 States

Most of this year's growth is expected to be concentrated in fewer than half the states. Fewer states plan to increase their spending this year than did so last year, the survey found.

Only 22 states expect their aid dollars to grow by 10 per cent or more this year, the report says, and 14 expect no increase at all. Only three states did not increase aid last year.

Increases in aid have not kept up with rising college costs in more than half of the states. According to a report of the association's survey, costs at public and private colleges have increased by about 70 per cent since academic 1979-80. Grant money has kept pace in only 15 states, the survey found.

"We have been looking for evidence of states' acting to really increase aid as a response to cutbacks in aid by President Reagan, but you can't find that," said Jerry S. Davis, director of research and policy analysis for the Pennsylvania Higher Education Assistance Agency, which prepared the report.

Undergraduate recipients of aid based on financial need are expected to get an average of $969 each this year, a 10-per-

Continued on Page 18, Column 1

State Funds for Needy Students Seen Rising 12 Pct. This Year

Continued from Page 13

cent increase over last year's average of $881.

The report said 57.1 per cent of the money would go to students attending private institutions in the state that awarded the aid. Another 41.3 per cent is expected to go to students at in-state public colleges, and the remainder to students attending out-of-state colleges.

According to the report, the states' assistance to needy graduate students this year is expected to increase 11.8 per cent, from $17.47-million to $19.54-million. But only 23 states have grant and scholarship programs for such students.

"It is quite clear that graduate and professional students' access to need-based aid is much more restricted than undergraduates' access," the report said.

It noted that 28 states have aid programs for undergraduates that are not based on financial need. Spending on those programs, which include merit scholarships and grants to encourage students to enter certain fields of study, is expected to increase by 7.3 per cent, to $127-million. About $11-million, or 24 per cent more than in academic 1984-85, is expected to be awarded to graduate students this year through similar programs.

The survey found several shifts in the characteristics of undergraduate student-aid recipients. Less aid is expected to go to black students than in the past few years, while more is expected to go to Asian-American students, the report found.

For example, black students' share of state scholarship money is expected to decrease from 23.9 per cent in 1981-82 to 14.9 per cent this year. Black students are likely to receive $53-million this year.

"This trend is a reflection of the dramatic and recent decrease in post-secondary-education participation rates of black high-school graduates throughout the nation," the report said.

By contrast, the proportion of state grant money going to Asian-American students is expected to increase from 3.2 per cent to 5.5 per cent.

In addition, part-time students, older students, and those attending proprietary institutions are receiving an increased share of state grant money, the survey found.

In academic 1981-82, states reported they had awarded $6.1-million to 13,000 part-time students. This year they estimate they will give $43.5-million to 55,000 part-time students, more than a sevenfold increase.

From 1981-82 to 1985-86, state aid to students at proprietary institutions more than doubled, from $54-million to $120-million, according to the estimates.

In academic 1981-82, 75 per cent of state-aid recipients were 18 to 21 years old, while this year 63.3 per cent are expected to be in that age group.

4 States Award 56 Pct.

According to the report, four states—California, Illinois, New York, and Pennsylvania—are expected to award about 56 per cent of the grant and scholarship money, $723-million, in the current year. Sixteen states will account for about 88 per cent of the funds awarded, the report estimated.

Eleven states expect to give less than $1-million each to students this year. They are Alaska, Delaware, Hawaii, Idaho, Maine, Montana, Nevada, New Hampshire, North Dakota, South Dakota, and Wyoming.

Only three states—Illinois, Rhode Island, and Vermont—have increased aid in each year since 1979-80, the study found.

Massachusetts, Minnesota, and Puerto Rico have more than doubled their spending on grants and scholarships between academic 1979-80 and 1985-86, the report said.

Some states plan to implement new programs this year or next. Many of the new programs will be aimed at encouraging students to choose certain careers.

For example, five states—Florida, Iowa, Kentucky, Missouri, and West Virginia—plan to establish programs that allow students to agree to work in a specified career in exchange for having repayment of their federal Guaranteed Student Loans forgiven or postponed.

According to the survey, such programs have become popular over the last few years as ways to encourage students to go into such fields as teaching mathematics and science in elementary and secondary schools.

The programs insure that a state will get a return on its investment in a student, says Mr. Davis. "This minimizes a state's risk," he says. "If a kid doesn't go into teaching, he has to pay the loan back."

Four states—Kansas, Kentucky, New Hampshire, and Tennessee—plan to start merit-scholarship programs. Four others—Michigan, New Jersey, Utah, and Virginia—said they would begin new work-study plans.

Wisconsin reported that it would establish a grant program for minority students enrolled in private institutions in the state, and Michigan plans to begin a grant program for non-traditional students. Rhode Island said it would begin a need-based grant program for prison inmates.

—ROBIN WILSON

Non-Resident Limit for Freshman Classes Proposed in N.C.

CHAPEL HILL, N.C.

The proportion of non-residents in freshman classes in the University of North Carolina system would be limited to 18 per cent at each campus, under a plan proposed by William C. Friday, the university's president.

Since 1947, a ceiling of 15 per cent has been officially in place, but since 1980, non-resident freshman enrollment has risen past the limit, reaching 19 per cent last fall.

"While we recognize the contribution of out-of-state undergraduates, we also understand that our institutions have a special obligation for the education of North Carolinians," Mr. Friday said.

A spokesman for Mr. Friday said the university would risk losing some support in the Legislature if non-resident enrollment continued to climb.

Mr. Friday's proposal has been approved by the Board of Governors Committee on Educational Planning, Policies, and Programs and is expected to receive final approval from the full board this month.

FACT–FILE

Estimated State Student Aid, 1985-86

Undergraduate

	Need-based assistance			Non-need-based assistance		
	Dollars paid out	Number of awards	Average award amount	Dollars paid out	Number of awards	Average award amount
Alabama	$ 2,242,000	2,480	$ 904	$ 4,319,000	8,166	$529
Alaska	241,000*	161*	1,497*	—	—	—
Arizona	2,578,000	3,639	708	—	—	—
Arkansas	4,412,000	11,791	374	392,000	196	2,000
California	119,859,000	66,268	1,809	—	—	—
Colorado	9,304,000	12,300	756	7,304,000	10,053	727
Connecticut	11,198,000	11,890	942	—	—	—
Delaware	714,000	1,190	600	202,000	201	1,005
D.C.	1,106,000	885	1,250	—	—	—
Florida	14,799,000	22,019	672	16,573,000	17,682	937
Georgia	4,443,000	14,333	310	11,361,000	14,759	770
Hawaii	493,000*	1,400*	352*	—	—	—
Idaho	509,000	850	599	541,000	n/a	n/a
Illinois	123,202,000	98,164	1,255	3,750,000	1,572*	795*
Indiana	34,661,000	40,566	854	404,000	808	500
Iowa	22,533,000	15,228	1,480	983,000	6,091	161
Kansas	5,342,000	6,050	883	—	—	—
Kentucky	9,081,000	17,550	517	—	—	—
Louisiana	1,522,000	2,404	633	1,207,000	8,051	150
Maine	809,000	1,925	420	375,000	262	1,431
Maryland	7,361,000*	14,066*	523*	1,425,000*	1,722*	828*
Massachusetts	43,642,000	47,277	923	1,931,000	1,832	1,054
Michigan	59,430,000	34,092	1,743	3,957,000	16,100	246
Minnesota	52,800,000	56,000	943	—	—	—
Mississippi	1,286,000	1,950	659	945,000	193*	3,342*
Missouri	9,645,000	8,300	1,162	—	—	—
Montana	393,000	800	491	—	—	—
Nebraska	1,089,000*	1,850*	589*	—	—	—
Nevada**	414,000*	828*	500*	—	—	—
New Hampshire	656,000	1,519	438	3,000	10	300
New Jersey	67,976,000	60,389	1,126	2,117,000	3,371	628
New Mexico	1,461,000*	1,700*	712*	—	—	—
New York	382,250,000	333,600	1,146	23,255,000	66,386	335
North Carolina	4,888,000	6,760	675	19,829,000	23,720	836
North Dakota	802,000	1,767	454	—	—	—
Ohio	47,210,000	90,000	525	12,221,000	18,329	667
Oklahoma	8,632,000	15,300	564	147,000	116	1,267
Oregon	9,344,000	17,262	541	—	—	—
Pennsylvania	98,069,000	119,480	821	766,000	342	2,240
Rhode Island	8,149,000	11,000	741	—	—	—
South Carolina	13,726,000*	7,412*	1,852*	—	—	—
South Dakota	641,000	2,207	290	35,000	35	1,000
Tennessee	2,082,000	19,621	616	203,000	168	1,208
Texas	22,430,000	23,121	970	—	—	—
Utah	1,632,000	5,000	326	590,000	365	1,616
Vermont	7,888,000	9,747	809	—	—	—
Virginia	4,420,000	6,500	680	12,166,000	11,834	1,028
Washington	9,764,000	13,004	751	28,000	166	1,474
West Virginia	5,227,000	6,500	804	—	—	—
Wisconsin	28,240,000	44,885	629	—	—	—
Wyoming	204,000*	279*	731*	—	—	—
Puerto Rico**	11,505,000*	49,200*	234*	—	—	—
Total	**$1,292,314,000**	**1,342,509**	**$969**	**$127,029,000**	**212,530**	**$ 598**

Graduate and Professional

	Need-based assistance			Non-need-based assistance		
	Dollars paid out	Number of awards	Average award amount	Dollars paid out	Number of awards	Average award amount
Alabama	$ 66,000	35	$ 1,886	$ 76,000	59	$ 1,288
Alaska	—	—	—	1,834,000*	n/a	n/a
Arizona	8,000	11	727	—	—	—
California	3,887,000	1,175	3,308	—	—	—
Colorado	806,000	700	1,151	1,047,000	700	1,496
Connecticut	—	—	—	100,000	10	10,000
Delaware	126,000	210	600	24,000	6	4,000
D.C.	n/a	n/a	n/a	—	—	—
Florida	2,000	1	2,000	528,000	649	814
Georgia	—	—	—	600,000	n/a	n/a
Indiana	—	—	—	250,000	335	746
Iowa	—	—	—	n/a	n/a	n/a
Louisiana	—	—	—	95,000	77	1,234
Maine	—	—	—	125,000	87	1,437
Maryland	399,000*	619*	645*	39,000*	22*	1,773*
Massachusetts	2,533,000	1,656	1,530	—	—	—
Michigan	2,160,000	1,143	1,890	—	—	—
Mississippi	—	—	—	325,000	138*	1,630*
Nevada	n/a	n/a	n/a	—	—	—
New Hampshire	3,000	6	500	620,000	n/a	n/a
New Jersey	630,000	210	3,000	400,000	66	6,061
New York	3,750,000	13,600	276	2,815,000	714	1,891*
North Carolina	1,164,000	554	2,101	—	—	—
Oklahoma	1,405,000	1,700	826	37,000	29	1,276
Oregon	63,000	31	2,032	—	—	—
South Dakota	n/a	n/a	n/a	—	—	—
Tennessee	—	—	—	39,000	34	1,147
Texas	1,788,000	1,511	1,183	—	—	—
Utah	—	—	—	891,000	74	12,041
Vermont	132,000	103	1,282	—	—	—
Virginia	—	—	—	1,175,000	1,161	1,012
Wyoming	36,000*	21*	1,714*	—	—	—
Puerto Rico	590,000*	2,800*	211*	—	—	—
Total	**$19,548,000**	**26,086**	**$749**	**$11,020,000**	**4,161**	**$2,648**

n/a not available

* Indicates 1984-85 data

** Data could not be broken down into graduate versus undergraduate categories, and are included in undergraduate totals

Note: This table shows most of the money that states spend on student aid. However, some states may spend more through programs that are not specifically identified as student-aid programs. Totals include 1984-85 appropriations where 1985-86 figures are not available.

SOURCE: NATIONAL ASSOCIATION OF STATE SCHOLARSHIP AND GRANT PROGRAMS

U.S. Cuts Seen Limiting States' Aid to Colleges

Continued from Page 1

States, a research group operated by the National Governors' Association and the National Conference of State Legislatures, has projected that state and territorial governments would lose more than $3-billion in federal grants in the current fiscal year and $13.7-billion in fiscal 1987.

The figures for the current year proved to be too high. The study was based on an estimate that a 4.6-per-cent cut in spending on domestic programs would be necessary to meet the deficit-reduction schedule required by the act; the actual cut was 4.3 per cent.

The projected losses were generally larger in Western states, since a smaller-than-average proportion of those states' federal funds come from programs exempted from the required cuts.

The figures were based on an assumption that the deficit-reduction act would survive court challenges and continue to have political support. "The political will to produce these savings must be assumed," the report said. "That seems to be true for 1986; it is less likely that the federal government will accept the massive defense or domestic reductions necessary for 1987."

'Basically Political'

T. K. Wetherell, chairman of the Florida House Higher Education Committee, said that because of the Gramm-Rudman-Hollings act, public colleges and universities faced "a combination of smaller percentage increases in appropriations, certain programs disappearing, and tuition going up."

Legislators will make "basically political decisions" about which programs to cut, he said. "He who has the most clout will probably survive."

Mr. Wetherell said "glitter-type programs," such as support for the arts, and those "that cater to a more narrowly defined constituency," such as women's centers, would probably be cut first. "It's just a balancing act, and it's going to get harder and harder," he added.

Carla Edlefson, education adviser to Ohio's Democratic Gov. Richard F. Celeste, said the next budget cycle would be "very tough" on higher education and all areas that depend on state financing.

In states where local governments have become dependent on federal Community Development Block Grants, there will be strong pressure on state leaders to replace lost federal funds, she said.

Ms. Edlefson said she feared the tight budgets would increase the competition among various educational groups. "You'll be stacking those who want more vocational education against those who want more for student aid," she said.

In Idaho, a state with a $27-million deficit in its current budget, legislators will be focusing on cutting state programs, not offsetting federal cuts, said Mark Falconer, the higher-education budget analyst for the lawmakers.

"With Gramm-Rudman, more and more college programs are going to be cut," he added. "It will be a very tight year."

North Carolina leaders are trying to set priorities for federal and state programs, so they can act more quickly to protect the most important ones when the severity of the federal cuts becomes clear.

Lee E. Monroe, senior education adviser to North Carolina's Republican Gov. James G. Martin, said he planned to meet with college leaders to try to determine which federal programs the state should try to maintain and which state programs could be cut to produce additional revenue.

"State leaders have to examine their priorities and more clearly look at those programs that have worked, and those they can do without," he said.

Mr. Monroe added that Governor Martin had said the public schools would take precedence over higher education, a view shared by leaders in other states.

Helen Sommers, chairman of the Washington House Higher Education Committee, said her state's constitution specifically stated that elementary and secondary education were the "paramount responsibility" of state government.

Because of that stipulation, higher education "is held back" during difficult economic times, and the deficit-reduction act "will make things even worse than before," Ms. Sommers said.

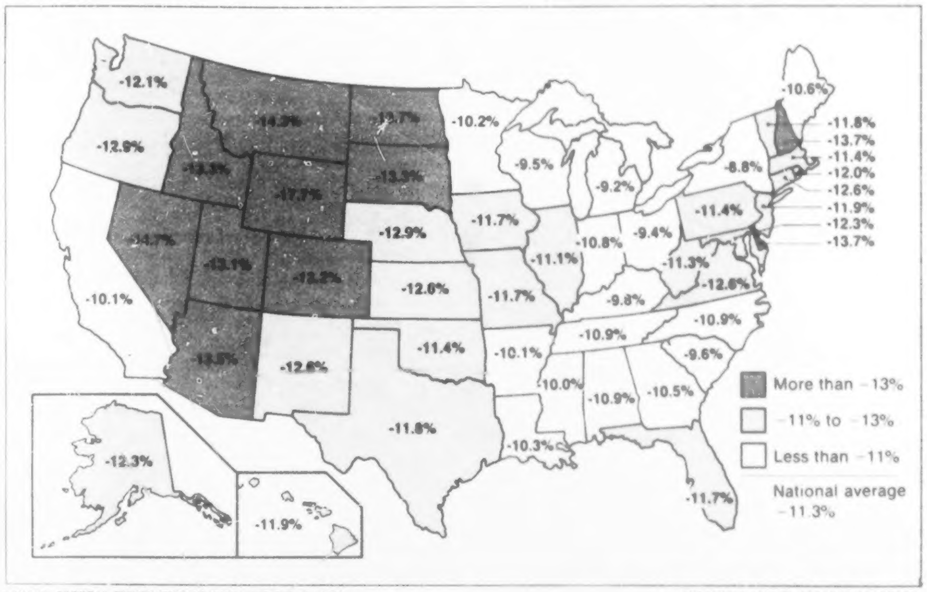
Florida's Mr. Wetherell said that even in states that do not have a constitutional provision giving elementary and secondary education priority over higher education, there is a tendency to do so.

"There is a perception that public-school education is an obligation of government. In some ways, higher education is seen as a frill," Mr. Wetherell said.

Minnesota higher-education officials are studying several of their state student-aid programs because they are based in part on students' Pell Grants, said Philip M. Lewenstein, director of legislation for the Minnesota Higher Education Coordinating Board.

Under state policy, if students' federal awards decreased, Minnesota would make up the difference. Mr. Lewenstein said state officials were unsure about their ability to do so. "We're going to have to make some very difficult choices."

What States Could Lose Under Deficit-Cutting Law in 1987



SOURCE: FEDERAL FUNDS INFORMATION FOR THE STATES

CHRONICLE MAP BY PETER H. STAFFORD

Map shows the estimated percentages of funds that states would lose in programs in which they receive money directly from the federal government.

Estimated Reductions

	Fiscal 1986		Fiscal 1987	
	Reduction	Pct. Change	Reduction	Pct. Change
Alabama	$51,174,000	-2.5%	$228,663,000	-10.9%
Alaska	23,460,000	-3.8%	105,991,000	-16.3%
Arizona	34,164,000	-3.1%	152,398,000	-13.5%
Arkansas	26,134,000	-2.3%	118,605,000	-10.1%
California	281,503,000	-2.3%	1,234,785,000	-10.1%
Colorado	38,895,000	-3.1%	175,139,000	-13.2%
Connecticut	47,073,000	-2.9%	217,907,000	-12.6%
Delaware	9,490,000	-3.0%	46,079,000	-13.7%
District of Columbia	42,911,000	-3.4%	195,272,000	-15.0%
Florida	103,767,000	-2.7%	476,963,000	-11.7%
Georgia	66,046,000	-2.4%	294,972,000	-10.5%
Hawaii	15,938,000	-2.6%	75,765,000	-11.9%
Idaho	13,338,000	-3.0%	61,664,000	-13.3%
Illinois	139,637,000	-2.6%	627,851,000	-11.1%
Indiana	53,646,000	-2.5%	247,838,000	-10.8%
Iowa	31,696,000	-2.7%	144,064,000	-11.7%
Kansas	23,542,000	-2.9%	107,745,000	-12.6%
Kentucky	47,474,000	-2.3%	211,745,000	-9.8%
Louisiana	61,506,000	-2.4%	280,058,000	-10.3%
Maine	15,538,000	-2.3%	83,006,000	-10.6%
Maryland	59,522,000	-2.8%	271,731,000	-12.3%
Massachusetts	85,493,000	-2.7%	383,998,000	-11.4%
Michigan	102,531,000	-2.1%	454,155,000	-9.2%
Minnesota	49,954,000	-2.4%	222,589,000	-10.2%
Mississippi	35,547,000	-2.3%	157,684,000	-10.0%
Missouri	54,480,000	-2.7%	251,430,000	-11.7%
Montana	16,787,000	-3.3%	77,378,000	-14.3%
Nebraska	18,758,000	-3.0%	83,742,000	-12.9%
Nevada	11,226,000	-3.3%	53,244,000	-14.7%
New Hampshire	11,970,000	-3.0%	60,165,000	-13.7%
New Jersey	97,340,000	-2.7%	451,027,000	-11.9%
New Mexico	25,657,000	-2.9%	115,032,000	-12.6%
New York	278,349,000	-2.1%	1,257,082,000	-8.8%
North Carolina	62,971,000	-2.6%	278,118,000	-10.9%
North Dakota	11,922,000	-3.1%	56,016,000	-13.7%
Ohio	115,659,000	-2.2%	529,101,000	-9.4%
Oklahoma	37,899,000	-2.7%	168,700,000	-11.4%
Oregon	37,374,000	-2.9%	178,487,000	-12.9%
Pennsylvania	152,379,000	-2.6%	685,734,000	-11.4%
Rhode Island	17,883,000	-2.7%	84,614,000	-12.0%
South Carolina	34,812,000	-2.3%	155,225,000	-9.6%
South Dakota	12,347,000	-3.0%	57,895,000	-13.3%
Tennessee	58,353,000	-2.6%	261,799,000	-10.9%
Texas	157,848,000	-2.7%	722,226,000	-11.8%
Utah	22,736,000	-3.1%	99,532,000	-13.1%
Vermont	8,706,000	-2.6%	41,398,000	-11.8%
Virginia	62,203,000	-2.9%	281,949,000	-12.6%
Washington	53,420,000	-2.8%	244,144,000	-12.1%
West Virginia	26,134,000	-2.6%	117,309,000	-11.3%
Wisconsin	50,348,000	-2.2%	224,067,000	-9.5%
Wyoming	19,854,000	-4.1%	91,536,000	-17.7%
Puerto Rico	88,457,000	-3.9%	404,919,000	-17.0%
Trust Territories	16,453,000	-3.6%	78,872,000	-15.9%
Total	**$3,022,303,000**	**-2.6%**	**$13,687,407,000**	**-11.0%**

Notes: Figures are based on programs in which money is transferred from the federal government to the states, including Community Development Block Grants, Compensatory Education for the Disadvantaged, Education of the Handicapped, general revenue sharing, Head Start, highway funds, the Job Training Partnership Act, and vocational and adult education. Figures for 1986 are based on a 4.6-per-cent reduction in federal domestic spending; the actual reduction will be 4.3 per cent.

SOURCE: FEDERAL FUNDS INFORMATION FOR STATES

Congressional Hearings

WASHINGTON

The following Congressional hearings of interest to educators and scientists are scheduled for the coming weeks. Since changes frequently occur with little advance notice, it is advisable to check with committees on or near the hearing dates.

SENATE

Taxes. February 4-6. Hearings on tax reform. Contact: Senate Committee on Finance; (202) 224-4515.

Handicapped. February 4 and 21. Hearings on proposed legislation authorizing funds for education of the handicapped. Contact: Senate Subcommittee on the Handicapped; (202) 224-6265.

Vocational education. February 19 and 25. Hearing on a bill to establish an Education and Training Partnership to administer the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act. Contact: Senate Subcommittee on Employment and Productivity; (202) 224-6306.

Health research. February 20. Hearing on proposed legislation to extend programs of the National Institute on Drug Abuse and the National Institute on Alcohol Abuse and Alcoholism. Contact: Senate Subcommittee on Children, Family, Drugs, and Alcoholism; (202) 224-5630.

Science appropriations. February 25. Hearing on the fiscal 1987 budget request for the White House Office of Science and Technology Policy. Contact: Senate Subcommittee on Appropriations for Housing and Urban Development and Independent Agencies; (202) 224-7253.

Health research and training. March 4-5. Hearings on the fiscal 1987 budget request for the Department of Health and Human Services. Contact: Senate Subcommittee on Appropriations for Labor, Health and Human Services, Education and Related Agencies; (202) 224-7216.

National Science Foundation. March 5. Hearing on the fiscal 1987 budget request for the National Science Foundation. Contact: Senate Subcommittee on Appropriations for Housing and Urban Development and Independent Agencies; (202) 224-7253.

Health research. March 13. Hearing on the fiscal 1987 budget requests for the Centers for Disease Control and the Alcohol, Drug Abuse and Mental Health Administration. Contact: Senate Subcommittee on Appropriations for Labor, Health and Human Services, Education, and Related Agencies; (202) 224-7216.

HOUSE

Science policy. February 5. Hearing on the activities of the White House Office of Science and Technology Policy. Contact: House Committee on Science and Technology; (202) 225-6371.

New Bills in Congress

WASHINGTON

Following is a summary of bills of interest to higher education introduced recently in Congress. Copies of bills may be obtained from Representatives (Washington 20515).

SENATE

S 1932—Teachers' fellowships. To amend the Internal Revenue Code of 1954 to impose an excise tax on television sets, the revenue from which would be deposited in a National Competitiveness Education Trust Fund for scholarships and summer fellowships for mathematics and science teachers. By Senator Baucus (D-Mont.).

S 2024—Education savings. To amend the Internal Revenue Code of 1954 to provide for the establishment of, and the deduction of contributions to, education savings accounts. By Senator Mathias (R-Md.).

S J Res. 251—Science. To designate the week of May 11-17, 1986, as "National Science Week, 1986." By Senator Hatch (R-Utah).

HOUSE OF REPRESENTATIVES

HR 4012—Budget. To repeal the Balanced Budget and Emergency Deficit Control Act of 1985. By Representatives Biaggi (D-New York) and Traficant (D-Ohio).

HR 4021—Handicapped. A bill to extend and improve the Rehabilitation Act of 1973. By Representative Williams (D-Mont.) and three others.

FACT–FILE

College Students: Who They Are, What They Think

A national profile of undergraduates, based on data from a 1984 Carnegie Foundation survey

Characteristics

Age as of Dec. 31, 1984	
16-17	0.1%
18	1.2%
19	12.2%
20	15.3%
21-24	39.6%
25-29	12.3%
30-39	13.9%
40 or older	7.5%

Sex:	
Male	40.0%
Female	60.0%

Race or ethnic group:	
White	80.7%
Black	5.0%
American Indian	0.7%
Mexican-American Puerto Rican, Hispanic	9.2%
Oriental, other Asian-American	3.5%
Other	0.8%

Year in college:	
Freshman	25.0%
Sophomore	29.8%
Junior	22.6%
Senior	22.6%

Undergraduate enrollment status:	
Full-time for credit	67.3%
Part-time for credit	25.9%
Enrolled, but not for credit	1.4%
Not enrolled *	5.5%

Citizenship, voting:	
U.S. citizen	94.0%
Planning to vote in next Presidential election	89.6%
Usually vote in student elections	38.6%

Veteran	4.7%

Marital status:	
Single	65.5%
Engaged	6.2%
Married	24.6%
Separated, divorced, widowed	3.8%

Number of dependent children:	
Under 6-years old:	
None	88.8%
One	7.3%
Two or more	3.9%
6-years old and older:	
None	87.0%
One	5.3%
Two or more	7.7%

If no children, number expect to have:	
None	12.6%
One	2.6%
Two	49.1%
Three or more	35.2%

Religion in which raised:	
Baptist	6.6%
Southern Baptist	5.5%
Congregational (UCC)	2.0%
Episcopal	4.0%
Jewish	2.8%
Latter Day Saints (Mormon)	1.7%
Lutheran	5.5%
Lutheran (Missouri Synod)	1.7%
Methodist	9.1%
Presbyterian	6.0%
Quaker (Society of Friends)	0.1%
Roman Catholic	38.9%
Unitarian-Universalist	1.1%
Other Protestant	4.9%
Other	4.4%
None	5.8%

Present religion:	
Baptist	5.6%
Southern Baptist	4.9%
Congregational (UCC)	1.6%
Episcopal	3.3%
Jewish	2.8%
Latter Day Saints (Mormon)	1.6%
Lutheran	4.1%
Lutheran (Missouri Synod)	2.1%
Methodist	7.8%
Presbyterian	4.8%
Quaker (Society of Friends)	0.1%
Roman Catholic	34.8%
Unitarian-Universalist	1.7%
Other Protestant	5.5%
Other	6.7%
None	12.7%

Depth of religious conviction:	
Moderate or deep	77.6%
Largely indifferent	19.4%
Opposed to religion	3.0%

Number of current courses:	
One	15.1%
Two	11.0%
Three	12.8%
Four	24.3%
Five	23.7%
Six or more	13.1%

Since entering college, I stopped out or dropped out for at least a term (disregarding summers)	29.9%

Cumulative college grade average:	
A or A+	11.4%
A–	11.3%
B+	17.6%
B	20.3%
B–	14.2%
C+	14.5%
C	8.5%
C– or less	2.2%

Actual or probable major:	
Aeronautical, astronautical engineering	0.6%
Agriculture, forestry	1.5%
Anthropology, archeology	0.3%
Architecture, design	1.8%
Art	2.0%
Bacteriology, molecular biology, virology, microbiology	0.5%
Biochemistry	0.3%
Biological sciences (misc.)	0.2%
Biology	2.9%
Botany	0.1%
Business, commerce, management	15.1%
Chemical engineering	0.5%
Chemistry	0.8%
Civil engineering	2.0%
Dentistry	0.4%
Dramatics, speech	0.7%
Earth sciences, geology	1.2%
Economics	1.8%
Education (misc.)	1.4%
Educational administration	0.1%
Educational psychology, counseling	0.8%
Electrical engineering	3.4%
Elementary, secondary education	6.5%
Engineering (misc.)	2.5%
English	2.7%
Ethnic studies	—
Fine arts (misc.)	1.6%
Foreign language	1.4%
Foundations (education)	—
Geography	0.2%
Health fields (misc.)	4.7%
History	2.5%
Home economics	0.4%
Humanities (misc.)	0.6%
Journalism	1.6%
Law	2.1%
Library science	—
Mathematics, statistics	2.7%
Mechanical engineering	2.7%
Medicine	0.7%
Music	1.1%
Nursing	5.5%
Philosophy	0.5%
Physical and health education	0.9%
Physical sciences (misc.)	0.3%
Physics	0.5%
Physiology, anatomy	0.3%
Political science, government	2.8%
Psychology	2.6%
Religion, theology	0.3%
Social sciences (misc.)	0.8%
Social work, social welfare	1.6%
Sociology	0.9%
Women's studies	—
Zoology	0.3%
All other fields	10.1%
None	13.2%

Almost certainly or probably will go on to graduate or professional school	48.3%

Probable graduate field:	
Aeronautical, astronautical engineering	0.3%
Agriculture, forestry	0.7%
Anthropology, archeology	0.2%
Architecture, design	1.2%
Art	0.5%
Bacteriology, molecular biology, virology, microbiology	0.4%
Biochemistry	0.1%
Biological sciences (misc.)	0.2%
Biology	0.2%
Botany	—
Business, commerce, management	7.0%
Chemical engineering	0.2%
Chemistry	0.2%
Civil engineering	0.9%
Dentistry	0.3%
Dramatics, speech	0.3%
Earth sciences, geology	0.7%
Economics	1.0%
Education (misc.)	1.3%
Educational administration	0.3%
Educational psychology, counseling	1.1%
Electrical engineering	1.0%
Elementary, secondary education	1.5%
Engineering (misc.)	1.0%
English	0.7%
Ethnic studies	—
Fine arts (misc.)	0.4%
Foreign language	0.7%
Foundations (education)	—
Geography	—
Health fields (misc.)	2.3%
History	0.4%
Home economics	0.1%
Humanities (misc.)	—
Journalism	0.4%
Law	3.5%
Library science	0.2%
Mathematics, statistics	0.7%
Mechanical engineering	1.1%
Medicine	2.6%
Music	0.5%
Nursing	2.6%
Philosophy	0.1%
Physical and health education	0.7%
Physical sciences (misc.)	0.1%
Physics	0.1%
Physiology, anatomy	0.1%
Political science, government	1.1%
Psychology	1.2%
Religion, theology	0.4%
Social sciences (misc.)	0.2%
Social work, social welfare	0.7%
Sociology	0.5%
Women's studies	—
Zoology	0.3%
All other fields	4.9%
None	52.6%

Intend to obtain a teaching credential	19.0%

Time of college entrance after high school:	
Within 1 year	81.1%
Within 2 years	3.3%
Within 4 years	4.4%
5 or more years later	11.2%

All or most courses taken have had:	
Classes with more than 100 students	8.1%
Classes with fewer than 15 students	6.2%
Independent study	7.6%
Credit by examination	6.9%
Interdisciplinary study	7.1%
Learning contracts	7.5%
Team teaching	3.2%

Have used the following in courses:	
Prerecorded lectures or demonstrations on TV	39.4%
Live lectures on TV	11.4%
Self-paced instruction with programmed texts or study guides	39.2%
Self-paced instruction with programmed interactive computer	10.4%
Campus computer facility	39.6%
Audio-tutorial laboratory (other than language labs)	26.9%

Hours per week devoted to activities:	
Classes and seminars:	
None	2.3%
1-4	13.6%
5-10	24.9%
11 or more	59.4%
Studying in the library:	
None	32.3%
1-4	40.7%
5-10	16.5%
11 or more	10.4%
Organized student activities (other than athletics):	
None	63.6%
1-4	26.5%
5-10	7.8%
11 or more	2.1%
Intramural athletics:	
None	76.7%
1-4	18.2%
5-10	3.9%
11 or more	1.2%
Intercollegiate athletics:	
None	93.5%
1-4	1.8%
5-10	2.3%
11 or more	2.3%
Talking to faculty members:	
None	32.6%
1-4	60.8%
5-10	5.4%
11 or more	1.3%
Talking informally to students:	
None	7.4%
1-4	48.2%
5-10	23.3%
11 or more	21.2%
Campus cultural events:	
None	55.7%
1-4	38.2%
5-10	5.0%
11 or more	1.0%
Leisure reading:	
None	19.5%
1-4	51.7%
5-10	23.3%
11 or more	5.6%
Watching television:	
None	8.9%
1-4	41.7%
5-10	34.2%
11 or more	15.3%

Volunteer activities since entering college:	
Fund raising	40.2%
Hospital service	12.5%
Environment-related program	12.3%
Church-related program	36.4%
Election campaign	19.3%
Charity organizations	29.0%
Working with:	
The elderly	18.9%
The handicapped	15.9%
The mentally impaired	11.7%
Other service activity	40.8%

Planning to transfer from a community college to a four-year college	66.8%

Worried about job prospects after college	75.1%

Expected long-run career choice:	
Accountant	6.1%
Architect, city planner	1.4%
Armed forces	0.6%
Artist: painting, sculpture	0.2%
Business (misc.)	1.8%
Business/owner	4.3%
Buyer	1.0%
Clergy	0.4%
College teaching, research	2.1%
Commercial artist	1.4%
Computer programmer, analyst	5.1%
Designer, decorator	0.4%
Doctor, dentist, veterinarian	3.5%
Engineer	7.2%
Engineering, technical (misc.)	2.2%
Farmer	0.2%
Forester, conservationist	0.7%
Government administration	0.9%
Health professional (misc.), home economist, dietician	2.4%
Health technician, technologist, paramedic	1.0%
Homemaker (full-time)	0.3%
Lawyer	4.8%
Legal secretary	0.1%
Manager or administrator; banker	7.9%
Medical secretary	0.5%
Musician, theater arts	1.4%
Nurse	6.0%
Pharmacist, optometrist	0.5%
Protective services, law enforcement	1.3%
Psychologist, counselor	3.1%
Public relations, advertising	2.3%
Research (misc.), mathematician, statistician	0.8%
Sales worker	0.5%
Secretary, bookkeeper	1.8%
Semi-skilled, unskilled worker	—
Service worker (misc.)	0.3%
Skilled worker, craftsman	0.9%
Social worker	1.4%
Teaching: elementary	4.2%
Teaching: secondary	3.5%
Technician, technologist	1.6%
Therapist	2.0%
Writer, journalist	1.3%
Other occupations	3.5%
Undecided	6.6%

Preferred career choice:	
Accountant	3.7%
Architect, city planner	1.9%
Armed forces	0.3%
Artist: painting, sculpture	1.5%
Business (misc.)	1.3%
Business/owner	6.7%
Buyer	1.1%
Clergy	0.4%
College teaching, research	3.6%
Commercial artist	0.9%
Computer programmer, analyst	3.3%
Designer, decorator	2.4%
Doctor, dentist, veterinarian	7.0%
Engineer	4.2%
Engineering, technical (misc.)	1.5%
Farmer	0.6%
Forester, conservationist	1.1%
Government administration	1.2%
Health professional (misc.), home economist, dietician	1.2%
Health technician, technologist, paramedic	1.0%
Homemaker (full-time)	0.8%
Lawyer	5.0%
Legal secretary	0.2%
Manager or administrator; banker	3.7%
Medical secretary	0.2%
Musician, theater arts	4.7%
Nurse	2.1%
Pharmacist, optometrist	0.4%
Protective services, law enforcement	1.1%
Psychologist, counselor	2.8%
Public relations, advertising	2.1%
Research (misc.), mathematician, statistician	1.1%
Sales worker	0.3%
Secretary, bookkeeper	0.4%
Semi-skilled, unskilled worker	—
Service worker (misc.)	0.2%
Skilled worker, craftsman	1.3%
Social worker	1.2%
Teaching: elementary	2.1%
Teaching: secondary	1.3%
Technician, technologist	0.8%
Therapist	1.4%
Writer, journalist	4.5%
Other occupations	2.8%
Undecided	14.5%

Actions taken primarily because of the job market or the economy:	
Changed major	15.4%
Took second major or a minor	23.4%
Took work-related courses	26.1%
Decided to go to graduate or professional school	32.5%
Decided not to go to graduate school	9.0%
Considered quitting college	14.0%
Returned to school:	
For more training	30.3%
Because no suitable job	13.5%

Where lived most of the time in most recent college term:	
Dormitory or other college-run housing	21.7%
Fraternity or sorority house	2.3%
Rooming house, rented room	1.6%
Home of parents or relatives	30.5%
Apartment or house (not parents')	40.7%
Other	3.2%

Where would have preferred to live:	
Dormitory or other college-run housing	16.6%
Fraternity or sorority house	3.6%
Rooming house, rented room	2.7%
Home of parents or relatives	14.2%
Apartment or house (not parents')	56.9%
Other	5.9%

Earned pre-tax income in 1983 (including spouse's):	
None	—
Less than $3,000	40.7%
$3,000-$5,999	17.3%
$6,000-$9,999	9.0%
$10,000-$14,999	7.4%
$15,000-$19,999	4.8%
$20,000-$24,999	4.9%
$25,000-$29,999	3.3%
$30,000-$34,999	3.8%
$35,000-$39,999	2.3%
$40,000-$49,999	4.0%
$50,000 or more	2.4%

Parents' pre-tax income in 1983:	
None	0.8%
Less than $3,000	2.3%
$3,000-$5,999	2.9%
$6,000-$9,999	4.7%
$10,000-$14,999	10.6%

Continued on Following Page

* Those not enrolled were asked to answer only those questions that they felt applied to them

— Indicates less than 0.1%

FACT-FILE—Continued

Characteristics of Undergraduates in U.S. Colleges, 1984

Parents' pre-tax income in 1983: Continued	
$15,000-$19,999	8.0%
$20,000-$24,999	8.5%
$25,000-$29,999	9.8%
$30,000-$34,999	10.2%
$35,000-$39,999	8.7%
$40,000-$49,999	11.0%
$50,000 or more	20.3%
Employed now in a paid position:	
Full-time	23.5%
Part-time	38.8%
Hours worked per week:	
10 or less	16.2%
11-15	12.8%
16-20	14.5%
21-35	21.1%
36 or more	35.4%
Sources of education funds for the current year	
Aid from parents, family:	
None	33.8%
$1-$499	16.8%
$500-$999	8.3%
$1,000-$1,999	11.6%
$2,000-$4,000	12.5%
Over $4,000	17.0%
Pell grants:	
None	75.3%
$1-$499	8.3%
$500-$999	7.7%
$1,000-$1,999	7.6%
$2,000-$4,000	1.0%
Over $4,000	0.2%
Supplemental educational opportunity grants:	
None	91.4%
$1-$499	4.6%
$500-$999	2.7%
$1,000-$1,999	1.1%
$2,000-$4,000	0.1%
Over $4,000	0.1%
State scholarship, grant:	
None	84.4%
$1-$499	8.8%
$500-$999	4.0%
$1,000-$1,999	2.0%
$2,000-$4,000	0.5%
Over $4,000	0.3%
Local or private scholarship, grant:	
None	87.1%
$1-$499	4.8%
$500-$999	3.2%
$1,000-$1,999	2.3%
$2,000-$4,000	1.8%
Over $4,000	0.7%
College work-study grant:	
None	88.2%
$1-$499	3.8%
$500-$999	4.4%
$1,000-$1,999	2.5%
$2,000-$4,000	0.9%
Over $4,000	0.1%
Other employment:	
None	44.0%
$1-$499	21.0%
$500-$999	9.2%
$1,000-$1,999	9.9%
$2,000-$4,000	8.1%
Over $4,000	7.8%
Federally guaranteed loan:	
None	77.4%
$1-$499	2.2%
$500-$999	3.4%
$1,000-$1,999	5.3%
$2,000-$4,000	11.0%
Over $4,000	0.7%
National direct student loan:	
None	91.6%
$1-$499	1.8%
$500-$999	2.4%
$1,000-$1,999	2.9%
$2,000-$4,000	1.3%
Over $4,000	0.1%
State "stand alone" loan:	
None	98.8%
$1-$499	0.2%
$500-$999	—
$1,000-$1,999	0.1%
$2,000-$4,000	0.7%
Over $4,000	0.2%
Other loan (not family loan):	
None	95.8%
$1-$499	2.1%
$500-$999	0.7%
$1,000-$1,999	0.6%
$2,000-$4,000	0.6%
Over $4,000	0.3%
Savings from summer job:	
None	57.6%
$1-$499	16.4%
$500-$999	12.1%
$1,000-$1,999	9.1%
$2,000-$4,000	4.0%
Over $4,000	0.8%
Other savings:	
None	73.9%
$1-$499	15.9%
$500-$999	4.3%
$1,000-$1,999	3.1%
$2,000-$4,000	1.3%
Over $4,000	1.4%
Food stamps:	
None	98.1%
$1-$499	0.7%
$500-$999	0.2%
$1,000-$1,999	0.8%
$2,000-$4,000	0.1%
Over $4,000	0.1%
Other public support:	
None	99.0%
$1-$499	0.2%
$500-$999	0.2%
$1,000-$1,999	0.2%
$2,000-$4,000	0.3%
Over $4,000	0.1%
Spouse's earnings:	
None	83.8%
$1-$499	6.6%
$500-$999	2.6%
$1,000-$1,999	2.4%
$2,000-$4,000	1.6%
Over $4,000	3.0%
Veteran's benefits:	
None	95.3%
$1-$499	0.7%
$500-$999	1.3%
$1,000-$1,999	0.7%
$2,000-$4,000	1.7%
Over $4,000	0.3%
All other sources:	
None	88.5%
$1-$499	6.0%
$500-$999	1.7%
$1,000-$1,999	1.2%
$2,000-$4,000	0.7%
Over $4,000	1.8%
Funds borrowed for education since entering college (except loans from friends and family):	
None	62.6%
Less than $1,000	7.5%
$1,000-$1,999	5.5%
$2,000-$2,999	7.7%
$3,000-$4,999	6.3%
$5,000-$6,999	4.8%
$7,000-$8,999	3.0%
$9,000-$10,999	1.7%
$11,000-$12,999	0.4%
$13,000-$14,999	0.2%
$15,000 or more	0.2%
Father's occupation:	
Armed forces	3.0%
Business executive, manager	15.9%
College or university teaching, research, administration	3.6%
Executive, administrative (misc.)	6.0%
Homemaker	0.8%
Owner, large business	2.8%
Owner, small business	14.7%
Professional job (misc.)	15.4%
Schoolteaching, administration	3.0%
Skilled wage worker	16.9%
Semi-skilled or unskilled wage worker, farm laborer	7.7%
Technical, semi-professional	6.3%
White-collar (misc.): clerical, sales	4.0%
Mother's occupation:	
Armed forces	—
Business executive, manager	1.6%
College or university teaching, research, administration	1.6%
Executive, administrative (misc.)	4.0%
Homemaker	42.1%
Owner, large business	0.3%
Owner, small business	3.8%
Professional job (misc.)	9.3%
Schoolteaching, administration	7.6%
Semi-skilled or unskilled wage worker, farm laborer	5.3%
Skilled wage worker	6.8%
Technical, semi-professional	3.6%
White-collar (misc.): clerical, sales	13.9%
Spouse's occupation:	
Armed forces	1.3%
Business executive, manager	2.5%
College or university teaching, research, administration	0.6%
Executive, administrative (misc.)	2.3%
Homemaker	2.0%
Owner, large business	0.7%
Owner, small business	2.4%
Professional job (misc.)	5.2%
Schoolteaching, administration	1.1%
Semi-skilled or unskilled wage worker, farm laborer	2.4%
Skilled wage worker	4.0%
Technical, semi-professional	2.7%
White-collar (misc.): clerical, sales	2.8%
Father's education:	
Eighth grade or less	12.4%
Some high school	8.9%
Completed high school	22.8%
Some college	18.2%
Graduated from college	17.7%
Attended graduate or professional school	7.9%
Attained advanced degree	12.0%
Mother's education:	
Eighth grade or less	8.8%
Some high school	9.4%
Completed high school	36.1%
Some college	20.2%
Graduated from college	15.1%
Attended graduate or professional school	5.7%
Attained advanced degree	4.7%
Spouse's education:	
Eighth grade or less	1.4%
Some high school	1.2%
Completed high school	5.4%
Some college	11.7%
Graduated from college	5.6%
Attended graduate or professional school	3.4%
Attained advanced degree	1.8%
Have sought advice from college's counseling service or dean's office on:	
Vocational matters	29.2%
Academic matters	68.9%
Financial-aid matters	36.9%
Personal matters	18.1%
The advice was highly adequate or adequate on:	
Vocational matters	32.2%
Academic matters	61.7%
Financial-aid matters	32.7%
Personal matters	21.6%
Am most comfortable in discussing problems with:	
Mother	16.2%
Father	4.4%
Brother or sister	8.6%
Spouse	19.5%
Clergyman	1.0%
Roommate	4.5%
Faculty member	0.8%
Friend	44.9%
There are professors at my college:	
Whom I can turn to for personal advice	34.2%
Who take a special interest in my academic progress	59.5%
Who have had a great influence on my academic career	40.2%
Academic experiences have included:	
Some courses for college credit in high school	10.9%
A term of study abroad (or plans for that)	8.8%
Courses at another institution while at current institution	9.3%
Repeat of one or more courses	31.6%
Plans to transfer to another college before receiving bachelor's degree	28.7%
Attendance in summer for degree credit	50.5%
Extra courses toward early graduation	14.5%
Kind of high school from which graduated:	
Public	84.9%
Parochial	8.5%
Other private	6.6%
Overall high-school grade:	
A or A+	14.4%
A–	15.9%
B+	23.5%
B	18.2%
B–	8.4%
C+	10.3%
C	6.4%
C– or less	2.9%
High-school education provided:	
A good foundation in mathematics, science	78.5%
Opportunities to write reports and essays that teachers critiqued carefully	73.1%
Opportunities for community service	45.6%
Instruction in computer use	29.2%
Solid training in English basics	83.2%
Foreign-language study	86.1%
Proportion of high-school classmates belonging to an ethnic minority:	
Less than one-fourth	66.8%
One fourth to one-half	19.5%
One-half to three-fourths	7.5%
More than three-fourths	4.1%
Almost all	2.2%

— Indicates less than 0.1%

Students' Views on Social and Educational Issues

Attitudes

	All institutions					4-year					By enrollment			
	Men	Women	Total	Public	Private	Research	Other Ph.D	Comprehensive	Liberal-arts	2-year	Under 5,000	5,000-9,999	10,000-19,999	20,000 and over
Political views														
Left	2.0%	2.2%	2.1%	1.9%	3.3%	2.1%	3.1%	2.5%	2.2%	1.6%	1.9%	0.8%	3.3%	1.5%
Liberal	22.7%	23.2%	22.7%	22.9%	21.1%	24.3%	23.5%	23.0%	19.7%	22.0%	21.4%	24.8%	20.2%	24.4%
Middle of the road	34.7%	40.1%	37.6%	37.8%	36.2%	36.9%	35.9%	41.4%	36.0%	36.0%	39.1%	42.3%	40.5%	32.7%
Moderately conservative	32.6%	30.7%	32.0%	31.7%	34.4%	31.4%	32.0%	29.4%	36.3%	33.3%	31.9%	27.8%	29.8%	35.5%
Strongly conservative	8.0%	3.8%	5.7%	5.8%	5.1%	5.4%	5.5%	3.7%	5.8%	7.1%	5.7%	4.3%	6.1%	5.9%
Parents' political views:														
Left	0.8%	1.1%	0.9%	1.0%	0.9%	0.5%	1.0%	0.7%	1.0%	1.3%	1.0%	0.9%	1.6%	0.3%
Liberal	9.5%	10.0%	9.7%	9.6%	10.6%	9.9%	8.9%	10.3%	10.9%	9.2%	12.1%	12.7%	7.7%	9.4%
Middle of the road	28.9%	35.1%	32.5%	32.7%	30.8%	33.4%	31.3%	36.0%	28.4%	30.5%	30.4%	34.9%	32.9%	31.9%
Moderately conservative	46.7%	40.1%	42.7%	42.5%	44.3%	43.5%	43.5%	42.8%	42.6%	42.3%	42.2%	38.6%	43.2%	44.2%
Strongly conservative	14.2%	13.7%	14.2%	14.3%	13.4%	12.7%	15.2%	10.2%	17.1%	16.8%	14.4%	12.9%	14.6%	14.1%
Satisfied or very satisfied with:														
Present college	78.1%	79.5%	79.1%	78.8%	81.1%	83.1%	79.9%	75.6%	81.5%	79.4%	78.8%	77.8%	80.7%	78.4%
Teaching at present college	76.3%	77.8%	77.3%	76.8%	81.1%	68.1%	67.6%	70.9%	85.3%	85.8%	82.9%	71.3%	77.5%	77.2%
Undergraduates should control or have voting power on committees that decide:														
Faculty appointment, promotion	20.0%	23.4%	22.1%	21.6%	25.6%	22.5%	24.4%	27.4%	26.6%	17.0%	22.5%	24.4%	23.0%	20.1%
Undergraduate admissions policy	17.3%	21.0%	19.7%	20.1%	17.5%	17.9%	23.6%	21.1%	18.6%	19.4%	19.7%	20.2%	21.0%	18.5%
Bachelor's-degree requirements	16.3%	19.4%	18.3%	17.9%	20.4%	17.1%	22.5%	21.0%	19.9%	15.4%	18.9%	15.8%	19.8%	17.5%
Provision, content of courses	19.6%	26.3%	24.1%	23.9%	25.6%	23.6%	28.1%	27.6%	22.7%	21.1%	23.8%	24.5%	23.6%	24.6%
Residence-hall regulations	55.8%	53.0%	54.8%	53.7%	62.4%	67.6%	60.2%	59.7%	62.8%	43.7%	57.1%	53.0%	55.2%	54.3%
Student discipline	49.0%	45.4%	47.5%	46.9%	51.8%	54.6%	51.1%	47.7%	51.8%	43.0%	49.6%	45.8%	46.7%	48.0%
My college should require all undergraduates to take more courses in:														
English composition	48.5%	52.2%	50.9%	52.1%	42.5%	48.4%	43.5%	45.6%	44.9%	58.4%	46.2%	50.4%	49.7%	54.2%

	All institutions					4-year					By enrollment			
	Men	Women	Total	Public	Private	Research	Other Ph.D	Compre-hensive	Liberal-arts	2-year	Under 5,000	5,000-9,999	10,000-19,999	20,000 and over
My college should require all undergraduates to take more courses in: Continued														
Literature	32.7%	30.8%	31.5%	32.8%	21.8%	28.2%	28.9%	25.2%	18.8%	39.7%	24.2%	31.0%	28.5%	37.4%
History	32.9%	25.5%	28.2%	29.1%	21.2%	27.0%	27.2%	23.2%	18.5%	33.6%	22.7%	29.8%	27.7%	30.1%
Science	43.1%	31.7%	36.1%	37.3%	27.6%	35.0%	34.9%	33.3%	28.3%	40.0%	32.9%	37.3%	36.5%	36.7%
Mathematics	52.6%	46.6%	48.9%	50.1%	40.3%	41.1%	44.2%	47.3%	44.1%	54.8%	48.2%	53.2%	51.3%	45.2%
Computers	71.1%	70.7%	70.5%	70.4%	71.2%	70.5%	76.2%	75.7%	70.9%	65.4%	66.4%	72.8%	74.1%	67.8%
Foreign languages	34.8%	35.5%	35.1%	35.8%	30.0%	34.2%	34.1%	34.6%	28.1%	37.0%	31.1%	39.0%	39.3%	31.2%
The arts	26.6%	27.6%	26.9%	27.1%	25.8%	31.9%	26.1%	26.1%	25.7%	25.9%	28.3%	29.2%	25.7%	26.7%
Objectives considered essential at college:														
Detailed grasp of a special field	71.7%	74.7%	73.8%	74.8%	66.2%	65.9%	71.7%	73.9%	62.6%	78.4%	68.3%	73.8%	77.3%	72.7%
Well-rounded general education	54.0%	61.1%	58.7%	57.7%	65.8%	59.6%	54.9%	58.8%	70.5%	57.5%	66.6%	59.3%	58.4%	55.6%
Occupational training, skills	70.8%	78.1%	75.2%	76.5%	65.7%	69.4%	76.0%	76.3%	64.2%	78.0%	71.6%	79.0%	79.4%	71.4%
Learning to get along with people	55.0%	56.6%	56.1%	54.3%	69.8%	65.9%	63.2%	63.5%	72.0%	43.9%	64.6%	62.0%	56.8%	49.8%
Formulating life values, goals	55.2%	61.3%	59.1%	57.9%	67.6%	62.9%	63.2%	62.0%	71.3%	53.2%	68.0%	62.2%	60.9%	52.7%
Goals considered very important or fairly important:														
Career success	98.4%	95.8%	96.8%	96.6%	97.7%	98.4%	98.1%	98.0%	97.6%	95.1%	97.3%	99.1%	97.7%	94.9%
Happiness	99.6%	98.7%	99.1%	99.1%	99.7%	99.5%	99.6%	99.5%	99.5%	98.5%	98.7%	99.7%	99.8%	98.4%
A good marriage	94.1%	95.7%	95.1%	95.1%	95.4%	95.0%	93.8%	96.3%	94.9%	94.6%	94.0%	97.8%	96.2%	93.3%
Raising children	85.1%	86.2%	85.9%	85.6%	87.9%	87.0%	85.8%	87.7%	87.0%	84.2%	86.8%	88.0%	89.2%	81.8%
Financial success	94.0%	91.0%	92.2%	92.5%	90.0%	90.3%	92.4%	93.1%	87.7%	92.8%	91.7%	93.7%	93.2%	90.9%
A long life	88.4%	88.8%	88.8%	89.2%	84.7%	87.6%	86.1%	90.0%	86.6%	89.2%	88.4%	88.5%	89.6%	88.3%
Good health	99.5%	99.3%	99.4%	99.4%	99.3%	99.3%	99.7%	99.5%	99.0%	99.3%	98.7%	99.7%	99.2%	99.7%
New friendships	91.9%	93.6%	93.0%	92.6%	96.1%	95.6%	95.8%	95.2%	96.5%	89.6%	92.8%	94.3%	90.4%	94.9%
Religious, spiritual fulfillment	77.4%	81.9%	80.3%	80.0%	81.7%	77.2%	78.1%	80.5%	85.3%	81.0%	85.2%	76.8%	80.5%	79.5%
Intellectual development	96.0%	97.6%	97.0%	96.9%	98.1%	98.1%	98.3%	97.9%	98.8%	95.5%	97.5%	95.6%	97.7%	96.7%
Agree strongly or with reservations that:														
I trust the faculty to look out for students' interests	76.1%	76.2%	76.4%	75.5%	83.5%	71.0%	71.8%	74.8%	88.2%	79.0%	85.9%	75.6%	76.8%	72.7%
Part of my undergraduate education repeated work already covered in high school	35.7%	35.0%	35.1%	35.5%	32.1%	33.3%	41.8%	38.1%	33.3%	32.5%	32.8%	29.1%	38.9%	35.0%
If I could get a job now or the same job after finishing school, I'd take the job now	37.2%	43.5%	41.2%	42.6%	30.4%	28.3%	36.9%	37.0%	30.3%	50.9%	36.8%	38.4%	42.1%	43.1%
I'd drop out if college weren't helping my job chances	45.8%	37.5%	41.1%	42.1%	33.2%	34.8%	37.9%	42.7%	31.8%	44.3%	38.2%	37.0%	43.7%	41.3%
I'm bored in class	34.9%	38.9%	36.9%	37.4%	33.1%	42.0%	41.9%	40.7%	31.3%	32.2%	32.0%	34.3%	36.4%	40.3%
Most professors encourage active student discussion in class	79.8%	83.2%	82.0%	81.3%	87.6%	73.7%	79.0%	82.9%	90.6%	84.1%	90.3%	79.2%	84.3%	77.9%
Professors at my institution discuss their feelings about important issues	67.3%	70.6%	69.4%	68.8%	74.4%	62.2%	65.8%	70.1%	78.2%	71.3%	75.6%	66.3%	71.1%	66.8%
Professors encourage students to discuss their feelings about important issues	64.7%	72.4%	69.4%	68.7%	74.4%	59.1%	62.5%	67.3%	81.1%	74.6%	79.5%	77.8%	68.9%	66.5%
Most professors are well prepared for their classes	89.4%	88.9%	88.9%	88.3%	93.2%	90.5%	88.0%	90.0%	93.8%	87.0%	91.5%	84.9%	89.4%	88.9%
I'm proud of where I go school	72.7%	80.5%	77.8%	76.3%	88.8%	92.3%	84.8%	78.9%	88.0%	68.8%	84.3%	75.2%	74.5%	79.1%
Some cheating is necessary to get the grades I want	10.4%	8.2%	9.1%	9.0%	9.5%	10.1%	9.0%	9.3%	10.3%	8.5%	8.0%	9.3%	10.2%	8.5%
More students from minority groups should be admitted to my college	40.9%	46.8%	44.4%	44.1%	46.9%	40.3%	40.8%	43.1%	51.9%	46.7%	53.3%	46.2%	45.0%	39.9%
Most students at my college are basically religious	37.9%	37.5%	37.5%	34.7%	57.1%	41.0%	40.4%	39.6%	63.7%	30.3%	55.9%	32.1%	32.9%	36.1%
Few students regularly attend religious services	58.7%	48.2%	52.7%	54.2%	43.1%	53.2%	53.4%	54.1%	41.5%	53.1%	45.8%	54.3%	54.5%	53.4%
I'm more religious now than when I came to college	32.6%	34.9%	27.7%	26.6%	35.7%	28.5%	28.2%	39.7%	39.6%	24.4%	34.1%	24.9%	29.2%	25.1%
Colleges should provide a code of student conduct	56.5%	55.5%	56.0%	55.8%	56.8%	43.8%	46.6%	48.8%	59.6%	66.8%	59.7%	52.1%	55.5%	56.3%
Alcohol abuse is a serious problem on my campus	32.2%	33.1%	32.3%	32.1%	33.9%	48.1%	45.2%	38.4%	36.2%	18.7%	28.6%	36.6%	33.1%	31.3%
Sometimes I wish I had attended a more prestigious college	43.8%	36.9%	39.8%	40.6%	34.3%	28.1%	40.5%	45.1%	36.5%	40.8%	38.1%	41.6%	46.2%	34.2%
College is a good place to find out who you are	81.3%	80.0%	80.5%	79.8%	84.9%	87.5%	82.4%	83.4%	84.8%	75.0%	83.1%	80.3%	81.6%	78.4%
Undergraduate education would be improved if														
All courses were elective	16.3%	21.0%	18.9%	19.5%	14.6%	12.8%	14.5%	16.1%	16.5%	24.2%	19.9%	19.0%	15.9%	21.1%
Grades were abolished	16.2%	15.8%	16.0%	15.6%	19.2%	20.8%	19.5%	19.6%	18.1%	10.9%	18.0%	12.8%	18.9%	13.9%
Students were required to spend a year in community service	31.7%	28.6%	29.7%	29.7%	29.2%	25.6%	26.6%	29.6%	30.4%	31.8%	28.3%	32.8%	35.3%	23.7%
There were less emphasis on specialized training and more on broad liberal education	31.6%	28.8%	29.6%	28.5%	38.5%	31.4%	29.4%	28.0%	44.7%	28.2%	37.7%	28.2%	23.9%	32.2%
General-education courses required by my college														
Add to my understanding and enjoyment of other courses	76.6%	76.1%	76.5%	76.5%	77.0%	74.3%	71.2%	72.6%	79.1%	80.7%	77.4%	77.7%	78.3%	74.1%
Are irrelevant to the subjects that interest me most	38.1%	40.1%	39.2%	39.8%	35.4%	34.6%	41.0%	39.2%	32.7%	41.3%	37.6%	33.8%	36.7%	44.2%
Don't help prepare people for jobs	35.0%	30.0%	31.6%	32.1%	28.3%	31.1%	32.6%	33.5%	27.3%	31.2%	30.4%	35.1%	27.4%	34.7%
Reflect faculty and department interests rather than broad student interests	39.8%	31.1%	34.2%	34.2%	34.5%	34.3%	35.1%	41.1%	31.1%	29.8%	34.1%	34.6%	32.7%	35.5%
Help prepare me for lifelong learning	74.1%	73.9%	74.2%	74.0%	75.6%	71.9%	69.5%	73.0%	80.0%	76.0%	78.4%	72.4%	77.7%	70.1%
Are rarely taught by the best faculty members	37.1%	40.5%	38.8%	39.8%	31.6%	47.0%	44.9%	39.0%	27.8%	35.8%	31.2%	38.7%	36.7%	43.8%
My college is much like high school	20.9%	29.4%	25.7%	26.3%	21.5%	9.2%	13.0%	17.5%	26.5%	40.0%	32.4%	22.7%	26.4%	23.8%
I feel under great pressure to get high grades	56.8%	54.5%	55.2%	54.6%	59.0%	71.3%	62.1%	62.8%	55.3%	42.8%	50.6%	55.6%	55.5%	55.9%
It's difficult both to get good grades and to really learn something	32.5%	30.5%	30.9%	31.0%	30.9%	40.5%	32.5%	31.1%	32.4%	26.9%	27.5%	26.1%	31.4%	23.8%
Many successful students at my college make it by "beating the system" rather than studying	42.5%	34.1%	37.1%	37.2%	36.8%	43.4%	42.5%	43.7%	36.4%	29.0%	36.8%	35.9%	37.9%	36.9%
I am often lonely	30.1%	27.6%	28.5%	28.4%	29.1%	30.3%	33.4%	32.2%	27.6%	24.5%	30.3%	28.7%	25.4%	30.4%
Most students are treated like numbers in a book	47.3%	39.9%	42.4%	45.1%	22.7%	62.3%	57.1%	45.0%	9.3%	34.8%	18.6%	37.1%	44.6%	52.0%
Raising a family is very important to me	77.2%	80.6%	79.2%	78.8%	82.2%	78.9%	79.6%	78.5%	83.3%	79.0%	80.5%	83.2%	79.2%	77.0%
I believe there is a God who judges people	78.9%	74.2%	76.3%	76.5%	74.0%	79.3%	71.8%	75.3%	75.2%	80.4%	76.2%	76.5%	76.7%	75.7%
Becoming very well off financially is very important to me	82.2%	74.4%	77.0%	77.4%	73.3%	75.8%	79.6%	77.7%	68.7%	77.4%	76.1%	77.9%	76.8%	77.0%
I don't expect to marry	13.8%	13.2%	13.4%	13.5%	12.6%	9.9%	13.8%	11.6%	14.9%	16.5%	16.2%	10.5%	13.4%	13.4%
I feel a sense of community at my institution	57.9%	63.4%	61.6%	60.0%	73.5%	62.6%	57.6%	57.2%	79.7%	62.8%	72.8%	64.2%	62.7%	55.2%
My college has a clear sense of educational mission	75.5%	77.2%	76.4%	75.5%	83.1%	74.5%	70.2%	72.4%	86.2%	79.8%	83.5%	75.6%	76.9%	73.6%
Faculty priorities at my institution are more important than student priorities	41.4%	31.5%	35.1%	35.5%	31.9%	47.8%	47.6%	42.5%	25.2%	24.1%	28.5%	38.3%	33.5%	37.8%
The typical undergraduate curriculum has suffered from faculty specialization	27.6%	20.7%	23.3%	24.1%	17.5%	27.5%	27.8%	23.9%	14.3%	21.6%	17.8%	23.4%	21.5%	27.1%
The federal government should provide grants so no one is kept from going to college by a lack of funds	72.1%	84.1%	79.5%	79.5%	80.0%	79.0%	69.4%	78.7%	80.0%	80.2%	81.7%	80.2%	82.4%	75.8%
College officials have a right to ban extremist speakers	28.2%	22.0%	25.0%	24.6%	27.4%	19.0%	25.1%	24.3%	27.8%	27.2%	30.2%	19.3%	25.0%	25.2%
College's chief benefit is that it increases earning power	51.0%	50.5%	50.9%	52.7%	37.3%	39.5%	43.4%	45.0%	35.5%	62.5%	44.0%	46.4%	49.9%	56.1%
Undergraduates who regularly use illegal drugs should be suspended or dismissed	53.3%	57.5%	55.9%	55.4%	59.8%	51.2%	51.9%	54.9%	61.6%	58.5%	62.8%	53.5%	58.1%	52.3%
A person can be an effective teacher without personal involvement with students	60.8%	56.6%	58.0%	58.3%	56.1%	57.8%	58.6%	54.9%	50.5%	60.9%	57.4%	57.4%	56.9%	59.6%
Teaching effectiveness, not publications, should be the primary criterion for faculty promotion	94.6%	94.0%	94.3%	94.3%	94.1%	93.9%	94.2%	95.7%	94.3%	93.5%	92.4%	91.6%	93.2%	97.1%
Faculty members should be free to present in class any idea that they consider relevant	87.5%	86.5%	86.9%	87.0%	85.4%	86.9%	85.9%	87.0%	86.0%	87.1%	88.0%	85.4%	85.2%	88.5%
Most undergraduates at my college are satisfied with their education	82.7%	79.0%	80.6%	80.4%	82.6%	80.8%	78.5%	76.8%	84.3%	83.2%	83.2%	78.1%	81.3%	80.2%
Much of what is taught at my college is irrelevant to the what is going on in the outside world	19.6%	20.1%	19.9%	19.6%	21.9%	20.5%	23.4%	23.3%	19.9%	16.6%	19.2%	21.1%	19.6%	20.0%

Continued on Following Page

Survey Data Qualify Students' 'Satisfaction' with College

Continued from Page 1

of 310 colleges and universities, both two-year and four-year.

Collectively the data depict a student body whose aspirations often seemed to be undercut by the campus environment itself, particularly at the kind of large public institutions that enroll the preponderance of students today.

Combined with the results of a companion Carnegie Foundation survey of 5,000 faculty members in which more than half the participants said it was a poor time for young people to begin academic careers (*The Chronicle*, December 18), the findings appear to provide strong support to those calling for substantial reform of higher education.

According to the data, the predominant view of faculty members was that neither their students' academic ability nor their institutions' standards were adequate.

2 'Tension Points'

To Ernest L. Boyer, president of the Carnegie Foundation, the surveys point to an enterprise faced with often conflicting expectations among its two principal constituent groups—students and teachers.

In a telephone interview from his office in Princeton, N. J., last week, Mr. Boyer focused on two "tension points" that he said were suggested by the data—a "considerable mismatch between college climates and student expectation" and, simultaneously, a discordance between "faculty expectations and student performance."

The first problem stems from the way colleges and universities go about selecting and enrolling their students, he said. With institutions increasingly anxious about maintaining their enrollments, they are tending to "push very hard on all their strengths [and] suggest that they can do all things for all students."

The result, Mr. Boyer continued, is an ineffective process in which students often have more say about which institution they will attend than college and university officials do, yet the choices are not necessarily based on the right considerations.

"The procedures tend to blur rather than clarify what is important here," the Carnegie Foundation's president said, and "a lot of students end up at places they know very little about." In some instances, he added, students discover that the college or university they picked is "not what they had in mind at all."

The second point of tension, which Mr. Boyer first raised a few months ago at a conference on academic reform, involves a tendency of faculty members to see themselves and their students in a scholarly context, while many students are ill prepared for true scholarship and are far more interested in other pursuits.

Indeed, consistent with a widely reported increase in student materialism in recent years, the Carnegie study found that more than half the undergraduates regarded increased earning power to be the chief benefit of a college education. Meanwhile, more than one-fourth of the students said their colleges were much like high school.

More than half also said they felt they were under great pressure to get high grades, yet nearly one-third agreed that it was difficult to get good grades and "really learn something" at the same time. A slightly greater proportion said many students at their institutions succeeded by "beating the system" rather than by studying.

More Watching than Reading

By their own reckoning, moreover, the students spent more time watching television than they spent on "leisure reading" or studying in the library.

Mr. Boyer said the finding that nearly 37 per cent of the undergraduates reported feeling bored in class offered a revealing clue to some of the tensions in academe.

On one hand, he noted, while many faculty members are frustrated by students' lack of preparation, institutions are inclined to respond by "leveling down" the education they provide. But along with poorly prepared students are many others—even in large and relatively non-selective institutions—who have the background and ability for much more rigorous academic work.

Those students, said Mr. Boyer, a former U.S. Commissioner of Education, find that the curriculum lacks the "creativity and intellectual excitement" that they expected—especially during the first two years, when institutions typically concentrate on general education.

Colleges need to "work as hard at keeping students as getting them there in the first place."

In a forthcoming book that will draw on the two Carnegie surveys, as well as on detailed case studies at 30 colleges and universities, Mr. Boyer plans to describe how some institutions have been responding to such problems.

He said those responses included devoting more time and effort to freshman orientation, providing extended periods of close academic counseling, and helping students better understand "what the college community is all about."

Colleges and universities need to "work as hard at keeping students as getting them there in the first place," Mr. Boyer said, noting that about half of all undergraduates leave before graduation.

He added that many institutions had not yet succeeded in accommodating the needs of a growing number of part-time students and commuting students. Some of the survey results showed how dramatically part-time students can differ from their more traditional counterparts, who typically live on campus and attend college full-time.

More than half of the part-time students had full-time jobs and an additional fourth of them worked part-time. They were generally older, more than half of them were married, and about one-third had children.

Such students seemed to have a more immediate and more practical perspective on why they were going to college than traditional students had, the survey indicated. They were more inclined to see their education serving financial goals, for example, and felt much less pressured to get high grades. They reported having higher average grades in college—but lower high-school grades—than traditional students had.

Some results of the Carnegie stu-

FACT-FILE—Continued

Undergraduates' Attitudes on Social and Educational Issues

Agree strongly or with reservations that: Continued	All institutions					4-year					By enrollment			
	Men	Women	Total	Public	Private	Research	Other Ph.D	Comprehensive	Liberal-arts	2-year	Under 5,000	5,000-9,999	10,000-19,999	20,000 and over
Most faculty members at my college are strongly interested in undergraduates' academic problems	56.1%	61.1%	59.4%	57.8%	74.5%	46.8%	54.4%	55.0%	81.7%	65.2%	75.9%	62.2%	55.9%	55.1%
My college's library is adequate for my needs	79.8%	82.8%	81.5%	83.1%	69.9%	88.6%	85.5%	83.1%	69.5%	78.6%	74.2%	77.5%	79.7%	87.7%
Administrators at my college do not seem to care about students	29.0%	26.0%	27.2%	27.6%	24.2%	36.8%	37.2%	33.6%	19.9%	18.3%	19.9%	27.9%	26.9%	30.0%
Students have little contact with administrators at my college	56.1%	54.2%	54.6%	56.0%	44.1%	65.0%	63.7%	60.4%	32.6%	47.7%	37.2%	59.5%	60.0%	54.5%
Realistically, an individual can do little to change society	42.8%	41.7%	41.8%	42.3%	38.5%	41.1%	39.3%	43.8%	36.1%	42.0%	37.7%	38.6%	45.7%	41.1%
A lot of scientific research would be better left undone because the results threaten the human race	19.7%	16.2%	17.4%	17.2%	18.9%	14.2%	14.2%	22.0%	23.3%	15.5%	24.6%	20.4%	17.1%	13.7%
The U.S. spends too much for defense and military purposes	50.6%	56.5%	53.8%	53.5%	56.7%	57.8%	55.2%	58.2%	54.6%	49.2%	53.0%	58.3%	57.3%	49.2%
Poverty could be eliminated within 10 years if it were given a high national priority	53.0%	58.6%	56.7%	57.2%	52.2%	49.4%	53.1%	56.5%	50.6%	60.9%	54.0%	56.9%	58.0%	56.3%
Private corporations are too concerned with profits and not enough with public responsibility	74.1%	76.7%	75.6%	76.2%	71.1%	72.0%	72.6%	77.1%	69.8%	77.3%	75.1%	76.2%	79.0%	72.5%
I'm very apprehensive about the country's future	57.6%	61.7%	60.0%	60.1%	59.4%	53.4%	57.0%	61.6%	60.6%	61.9%	60.3%	60.5%	64.1%	55.8%
Capital punishment should be abolished	18.2%	22.7%	21.4%	20.8%	25.5%	24.5%	18.9%	23.7%	27.0%	18.5%	24.6%	25.3%	21.6%	18.3%
Only volunteers should serve in the armed forces	49.3%	48.1%	48.2%	48.4%	47.2%	52.2%	47.0%	51.4%	45.5%	45.5%	46.0%	49.9%	45.0%	51.4%
You hear too much about minority rights these days and not enough about majority rights	59.3%	54.1%	56.4%	57.4%	49.4%	51.0%	53.7%	55.9%	52.4%	59.9%	55.7%	52.1%	56.8%	58.2%
I'd support stronger environmental legislation, even at the expense of economic growth	72.1%	73.7%	73.0%	72.9%	73.7%	76.0%	74.2%	76.2%	75.5%	69.3%	74.0%	70.0%	72.6%	74.1%
Women should get job preference over males if they have the same qualifications	32.3%	46.3%	40.8%	41.3%	36.8%	31.5%	35.0%	37.7%	42.1%	47.2%	43.6%	40.7%	39.0%	41.3%
The American political system is working well	59.9%	56.6%	57.9%	58.5%	54.5%	54.7%	53.6%	53.4%	56.2%	63.3%	52.7%	54.0%	55.2%	64.1%
Our society discriminates against nonconformists	50.5%	54.5%	52.4%	51.8%	56.8%	51.2%	54.0%	54.8%	57.8%	50.2%	58.3%	47.4%	52.7%	51.7%
Our leaders are doing all they can to prevent nuclear war	52.4%	51.0%	52.0%	52.0%	51.8%	52.1%	52.4%	51.9%	51.4%	52.1%	51.1%	47.9%	47.7%	57.7%
It's unfair to have children, given prospects for peace	18.0%	24.5%	21.7%	22.2%	17.4%	14.0%	16.4%	20.8%	21.6%	26.1%	25.1%	23.7%	22.3%	19.0%
A woman should have freedom of choice on abortion	71.4%	78.5%	75.3%	76.1%	69.9%	78.5%	79.6%	76.1%	65.1%	74.2%	71.5%	79.7%	76.7%	74.0%
Nuclear disarmament should be a high government priority	73.6%	77.9%	76.3%	76.3%	76.3%	76.3%	75.4%	76.8%	75.7%	76.2%	76.7%	77.8%	76.8%	75.3%
I expect nuclear war in my lifetime	34.6%	35.1%	34.7%	34.9%	33.2%	29.4%	35.1%	35.3%	33.0%	36.4%	35.4%	37.9%	39.0%	29.4%
Current unrest in Central America is caused by poverty and injustice, rather than external political intervention	59.2%	52.3%	55.5%	55.8%	53.4%	57.1%	53.2%	52.5%	54.6%	57.6%	56.3%	54.3%	50.0%	60.7%
Foreign-policy decisions should be based on a strong commitment to human rights	84.3%	86.6%	85.7%	85.5%	86.7%	86.5%	84.8%	88.5%	85.5%	83.6%	88.2%	85.9%	85.4%	84.6%
More effort should be made to improve U.S.-Soviet relations	93.2%	88.8%	90.5%	90.4%	90.9%	94.0%	91.3%	93.3%	89.0%	87.3%	90.3%	92.4%	91.6%	98.8%
It is impossible for U.S. political leaders to maintain integrity	37.5%	35.2%	36.1%	36.6%	32.1%	30.6%	34.7%	35.9%	35.0%	38.6%	38.6%	36.4%	41.7%	30.9%
I'm less religious now than when I entered college	24.5%	22.5%	23.1%	23.3%	21.6%	28.9%	26.0%	25.8%	18.5%	19.2%	19.1%	19.6%	21.8%	27.3%
U.S. foreign policy ignores Third World countries	34.0%	33.6%	33.5%	33.2%	35.5%	31.2%	34.9%	35.6%	34.6%	32.5%	36.5%	32.3%	36.0%	30.5%
Older U.S. citizens don't have the services they need	59.4%	70.0%	65.6%	65.7%	65.6%	65.5%	63.3%	68.2%	65.1%	64.6%	65.2%	68.5%	67.9%	62.6%
College students should concentrate on academic work rather than political activities	63.1%	54.9%	58.5%	59.3%	52.8%	48.8%	52.4%	52.8%	58.2%	67.0%	59.4%	51.7%	61.1%	58.6%
Handgun sales and ownership should be legally controlled	61.3%	77.3%	71.0%	70.5%	75.2%	73.0%	71.5%	71.7%	72.7%	69.6%	68.2%	74.2%	68.6%	73.2%
Pornographic materials should be legally available to adults	59.3%	40.8%	51.9%	51.8%	53.1%	61.3%	61.7%	55.9%	46.6%	54.4%	54.4%	61.3%	51.7%	47.4%
The minimum drinking age should be 21 in all states	64.1%	66.5%	65.7%	66.5%	59.5%	51.0%	57.8%	63.5%	64.1%	66.9%	66.9%	65.4%	69.2%	62.2%
If people can't find jobs, it's their own fault	39.9%	34.4%	36.3%	36.4%	34.9%	34.5%	37.5%	33.6%	39.4%	35.3%	35.3%	30.5%	38.7%	36.7%

Note: Survey results are based on a two-stage stratified random sample of 5,000 undergraduates at 310 two-year and non-specialized four-year colleges and universities in the spring of 1984. Sections may not add to 100 per cent because of weighting, rounding, multiple responses, or exclusion of "no response" or other miscellaneous categories. Results have not been adjusted for apparent inconsistencies in some responses.

SOURCE OF DATA: CARNEGIE SURVEY OF UNDERGRADUATES. COPYRIGHT © 1986, THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING. REPRODUCED WITH PERMISSION OF THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING dent survey appear to parallel findings by the Cooperative Institutional Research Program of the University of California at Los Angeles, which makes annual surveys of entering freshmen with the American Council on Education and conducts follow-up studies as they move through college and beyond.

"Superficially it looks like students are very satisfied with their college experience," said Alexander W. Astin, director of the studies at U.C.L.A. "On the other hand, you have a quarter of the students who say they are not satisfied, and considering the size of the investment on the part of the students and the government, this is a very large group not to feel good about their college experience."

Mr. Astin, whose surveys of freshmen exclude part-timers and former enrollees, said students seemed to be most satisfied with instruction and least satisfied with the "individualized kind of services that colleges are supposed to offer—like advising, personal counseling, health services, and employment placement."

Regarding students' relationships with faculty members, which have been found to be "the No. 1 key to a successful undergraduate experience," Mr. Astin reported finding "a very mixed picture."

Students are more dissatisfied with those relationships, if they exist at all, at large research universities than at small residential colleges, Mr. Astin said.

Apprehensive About Future

On other matters, the Carnegie Foundation's survey of students included these findings:

► Three-fifths of the respondents were "very apprehensive" about the future of the United States and nearly 35 per cent expected a nuclear war in their lifetime. About 22 per cent agreed that it was "probably unfair to bring children into the world considering current prospects for peace."

► About 42 per cent said that, realistically, an individual could do little to change society.

► About 19 per cent were largely indifferent to religion and an additional 3 per cent said they were opposed to it. About 28 per cent said they had become more religious since entering college and 23 per cent said they had become less religious.

► About 91 per cent favored more effort to improve U.S.-Soviet relations, and about 76 per cent wanted the federal government to give nuclear disarmament high priority.

► Three-fourths favored letting women choose whether to have an abortion, nearly two-thirds said older citizens in this country generally do not get the basic services they need, and 73 per cent would support stronger legislation to protect the environment, "even at the expense of economic growth."

► About 56 per cent agreed with the statement, "These days you hear too much about the rights of minorities and not enough about the rights of the majority."

Mr. Boyer's book, *College: The Undergraduate Experience in America*, is scheduled to be published next fall by Harper & Row. He said the Carnegie Foundation also hoped to produce at least two technical reports relating to its surveys, including material stemming from interviews with academic deans about general education and with college admissions officers.

A spokesman added that special reports on issues raised by the surveys, such as the transition from high school to college, were likely as well.

Schools' Role Called 'Crucial' in Steering Students to College

WASHINGTON

Unless their guidance counselors make them aware of the advantages of higher education, students in junior high school and the first years of high school may avoid the kind of academically challenging courses that would enable them to go on to college, a preliminary report by a College Board commission on pre-college guidance and counseling suggests.

"Student expectations regarding college are not necessarily reflected in the curriculum they enter in ninth grade," the report says. "By their senior year, only about half of the students reported being on a path that was congruent with their own college expectations."

The report also says that "economic pressures" and "dramatic changes in both the structure and the status of the family" are leaving students in need of "surrogate parents" to answer questions about their futures.

Those interviewed by the commission's members, while not discounting parents' influence on students' college plans, said that "schools play a major and perhaps increasingly important role in helping students assess and believe in their own potential," the report notes.

The commission was also told "that counseling for early adolescents should include specific information about college and financial-aid opportunities" because students, in making "crucial" course choices, need to understand "that college is a real possibility for them, financially as well as academically."

Howe Chairs Commission

The commission, now halfway through a two-year investigation, has been asked to suggest "ways in which the quality of pre-college guidance and counseling can be improved, and its availability increased." The commission's chairman is Harold Howe, II, a senior lecturer at Harvard University's Graduate School of Education. From 1965 to 1968, Mr. Howe was U.S. Commissioner of Education.

At a press briefing here last week, Mr. Howe said that, despite the changes in the status of the family, students interviewed by the commission continued to list their parents and siblings as "their most important advisers in matters relating to career and college planning.

"This raises in our minds," he continued, "a serious question about the needs of students with college potential whose families have not attended or are not inclined toward college." Students whose parents did not complete high school, he noted, "account for only 8 per cent of students defined as college bound."

Copies of the commission's preliminary report, "Keeping the Options Open," are available free from the College Board, 45 Columbus Avenue, New York 10023-6917.

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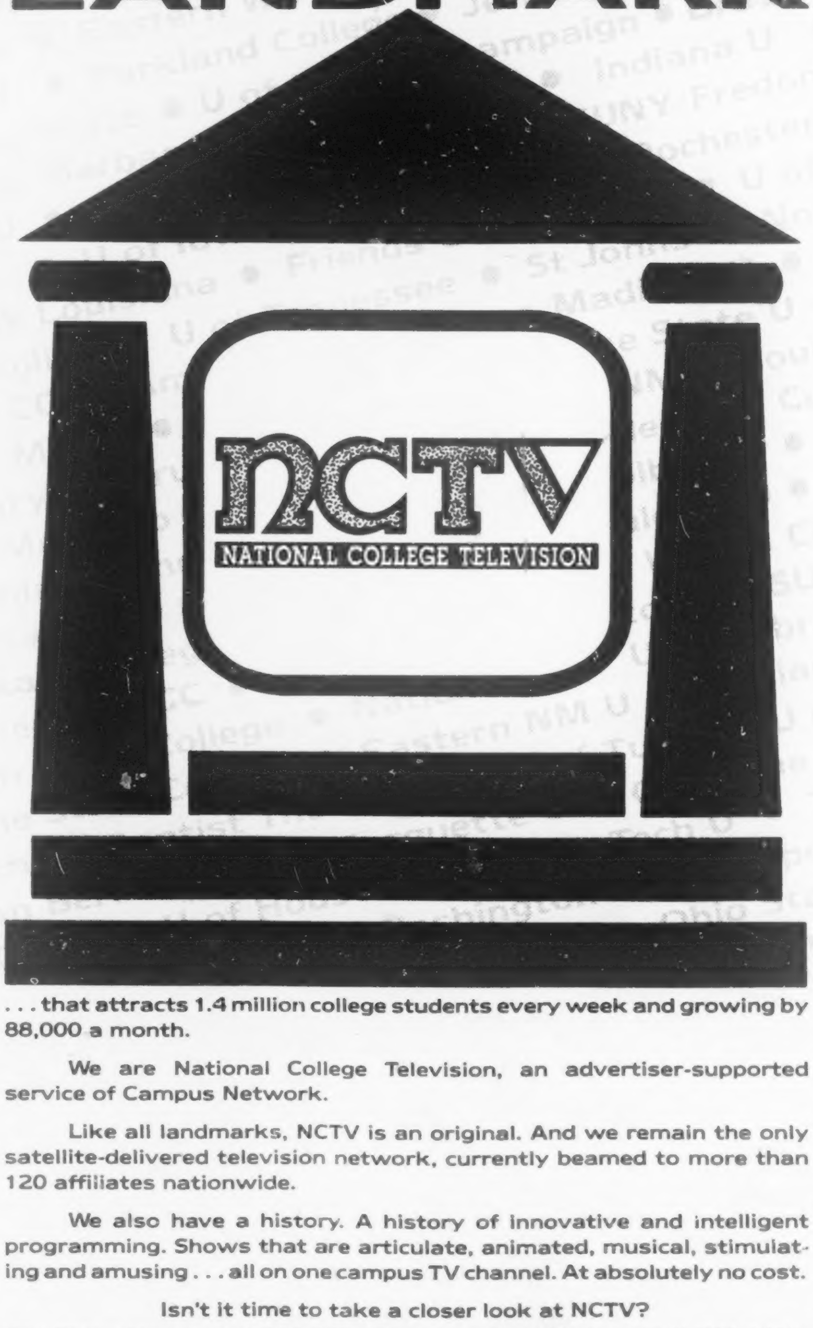

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News Summary

Articles on inside pages

Animals will always be necessary for some research, but scientists should take steps to limit their use, a study has found. Story on Page 4.

A federal panel has urged the Environmental Protection Agency to expand its study of the potential risks of genetically altered organisms. Story on Page 5.

The availability of student aid does not discourage most parents from saving for their children's college education, according to the College Board. Story on Page 9.

White businessmen continue to predominate on college governing boards, according to a nationwide survey. Story on Page 23.

The future of the Gilbert C. Swanson Foundation in Omaha is uncertain, following a disclosure that 89 per cent of its assets have disappeared. Story on Page 28.

The belligerent tactics of the Spartacus Youth League have alienated other student groups on the left. Story on Page 29.

Members of the National Association of Intercollegiate Athletics will vote next month on a proposal to shift power in the organization to college presidents. Story on Page 31.

Brawls at basketball games have prompted several colleges and conferences to cancel games or reprimand coaches. Story on Page 31.

Faculty members at Britain's universities, who staged a one-day strike, won a pay increase of 5.2 per cent for 1985-86. Story on Page 35.

The fate of France's leading government research agency will be at stake in next month's general election. Story on Page 36.

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TIAA Pensions Seen Threatened by New Tax Bill

12-pct. cut in benefits forecast for some college workers

By STACY E. PALMER

WASHINGTON

The lifetime pension benefits of some college workers could decline by as much as 12 per cent if Congress votes to revoke the tax-exempt status of higher education's principal pension system—the Teachers Insurance and Annuity Association and the College Retirement Equities Fund.

Testifying last week before the Senate Committee on Finance, James G. MacDonald, chairman of the companies, urged lawmakers to oppose a provision in the House version of the tax-reform bill that would levy new taxes on T.I.A.A. and C.R.E.F.

Several of the Senators at the hearing, including the chairman of the committee, Sen. Bob Packwood, Republican of Oregon, indicated that they opposed taxation of the T.I.A.A.-C.R.E.F. pension system.

Mr. MacDonald told the panel that the new taxes the companies would have to

Continued on Page 27, Column 1

How Reagan Budget Treats Research and Education

- More than 1.3 million students would lose their federal aid. Those who did receive loans would have to pay a larger share of the interest.
- Spending on research and development would increase 17 per cent, with the lion's share going to the Pentagon. The National Science Foundation would get more money; the National Institutes of Health, less.
- Funds for vocational and adult education would be cut in half.
- The New GI Bill would be dropped and replaced with less generous veterans-education benefits.
- Education research and statistics would get 18 per cent more money.
- Programs to train schoolteachers would be increased by 38 per cent.
- Money to train health professionals would be eliminated.
- The budgets of the National Endowments for the Arts and Humanities would be reduced.

Details begin on Page 9.

Polish Professors Face New Round of Dismissals

Despite official denials, many expect a purge of activists

By VERA RICH

Officials of Poland's Communist Party have warned that many faculty members at the country's universities can expect to lose their jobs in the coming months.

The warning came at a special meeting of the party's Central Committee, where officials discussed a new plan for education that one leader described as "a battle for the minds and hearts of young people."

Party spokesmen denied that the impending dismissals represented a political purge. A Politburo member said that all faculty members would be subject to an assessment and that those who had failed to fulfill teaching requirements or to meet deadlines for research work would be dismissed.

Despite that statement, many faculty members and administrators expect the main target of the assessment to be political activists and supporters of Solidarity, the outlawed independent trade union.

Last fall more than 70 university admin-

Continued on Page 38, Column 3

Language, Politics, and Chicano Culture Spark Battle at U. of Arizona

PHOTOGRAPH FOR THE CHRONICLE BY JOHN C. PHILLIPS

Armando Miguélez, evicted from Arizona's modern-languages building last summer, works in what he calls "el barrio Siberia"—a makeshift office in a house several blocks away. He stores his books on shelves in the kitchen cabinets.

By SCOTT HELLER

TUCSON, ARIZ.

There's a bitter little war raging over the Spanish and Portuguese Department at the University of Arizona.

An hour from the border with Mexico, local Mexican-Americans say they're battling a haughty state institution, supported by their tax dollars but insensitive to their culture and language.

Faculty members say they're fighting back against a community that wishes to thwart academic excellence in the name of an old-time hiring system based on patronage.

Controversy is nothing new to the department here. Eight department heads have overseen the university's Spanish and Portuguese scholars in the last 12 years. Twice—most recently last month—the department has been put into a form of receivership, run by a majority of professors from other disciplines.

At present, a million-dollar lawsuit and two discrimination complaints are pending against university officials.

Still to come is a decision that could rekindle many of the fundamental disputes that have gripped people here: whether or not assistant professor Armando Miguélez, a Chicano-literature scholar and popular community figure, will be reappointed to the university's faculty.

Mr. Miguélez has alleged that faculty members denied him reappointment last

Continued on Page 24, Column 1

Ways & Means

Virginia legislators are concerned about public universities' obligations to the private sector.

Members of a House of Delegates appropriations subcommittee have threatened to hold up $175-million in bonds for financing a new University of Virginia hospital unless Virginia premixed cement is used in its construction.

Current plans for the hospital call for the use of West Virginia mortar, which Delegate Raymond R. Guest said would violate the state's motto "We Have It Made in Virginia."

University of Virginia officials said they would try to find in-state mortar that would not raise the cost of the project.

•

When lawmakers talk at public hearings about complex subjects such as the tax status of retirement benefits, the discussion often becomes so arcane that very few people in the audience can understand what is being discussed.

At a hearing of the Senate Finance Committee last week, *everybody* was in the dark.

Just as Sen. Daniel P. Moynihan, Democrat of New York, launched a scathing attack on a House-passed bill that would revoke the tax-exempt status of the Teachers Insurance and Annuity Association and the College Retirement Equities Fund, all the lights in the Finance Committee's hearing room went out and all the microphones were cut off.

Barely missing a beat, Senator Moynihan continued to make his speech—somewhat inaudibly.

Reflecting the Congressional preoccupation these days with the new deficit-reduction law that requires billions of dollars in budget cuts, one of Mr. Moynihan's colleagues on the committee, Republican Sen. John Heinz of Pennsylvania, interrupted the New York lawmaker to quip, "This is the first effect of Gramm-Rudman."

•

With $11.7-billion in budget cuts scheduled to take effect on March 1 under the new deficit-reduction law, government officials have been scrambling to find innovative ways to cut spending.

At some agencies, officials are looking for ways to save millions of dollars. But at the National Endowment for the Humanities, employees are being encouraged to think about even small savings.

John Agresto, the acting chairman of the endowment, has told employees that he will personally provide awards to the three employees who come up with the best ways to save $250 or less.

The first prize will be $25, the second prize will be lunch at Whitlow's, a restaurant near the endowment's offices, and third prize will be a strawberry pie from Reeves Bakery—a local bake shop that many say has the best strawberry pie to be found in the nation's capital.

Government & Politics

Reagan Budget Would Slash Student Aid by $2-Billion but Add 8 Pct. for Research

Many other reductions proposed; a national spokesman for colleges sees 'disaster'

WASHINGTON

President Reagan last week proposed to eliminate federal aid to more than 1.3 million college students in fiscal 1987, while asking large increases in spending for defense and space research.

Overall federal spending on basic research would rise by nearly 8 per cent, and total funds for research and development would climb more than 17 per cent, under the President's budget for the fiscal year beginning October 1.

Mr. Reagan proposed to reduce spending on student aid by about $2-billion and restructure the Guaranteed Student Loan program so that students would be responsible for paying most of the interest on their loans.

His budget also would reduce funds in fiscal 1987 for many other activities, ranging from biomedical research at the National Institutes of Health, to graduate fellowships, to grants to museums and humanities programs. He would cut funds for vocational and adult education by half.

President Reagan estimated that the budget would produce a federal deficit of $143.6-billion in fiscal 1987, just under the $144-billion required by the new deficit-reduction act, known as the Gramm-Rudman-Hollings law.

$75-Million for Teacher Training

Mr. Reagan also asked Congress to rescind some of the appropriations it has already approved for education, health, and research programs for the current fiscal year. That would be the second round of cuts for many activities, since most domestic programs have already been reduced by about 4.3 per cent, as required by the deficit-reduction law.

The Administration did propose a new $1-million program of Christa McAuliffe Scholarships, in honor of the schoolteacher who died in the explosion of the space shuttle *Challenger*, for teachers to do concentrated study in science and mathematics.

Education Secretary William J. Bennett announced a $75-million Teacher Training and Improvement Act, which would modify and expand several existing programs, "to help teachers in all disciplines to gain additional expertise in the subjects they teach, to encourage and recognize outstanding teachers, and to encourage qualified persons from other professions to enter teaching."

The Education Department's budget would fall from a post–Gramm-Rudman-Hollings level of $17.77-billion for the current fiscal year to $15.2-billion.

However, Secretary Bennett said, "it is important to remember that total Department of Education dollars represent less than 7 per cent of total U.S. expenditures for education.

"This means that our proposed reductions will have a minimal impact on the nation's education budget—at most, 1 per cent. The education 'glass,' in other words, is at worst 99 per cent full."

Proposals Hit by Many in Congress

Reaction to the budget was swift and negative among many Congressional and college leaders.

Said Robert H. Atwell, president of the American Council on Education: "The President's budget is not only a disaster for students and institutions of higher education; it is the wrong way to deal with the federal deficit. It is built on the mistaken

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The Chronicle's coverage of the federal budget was prepared by Cheryl M. Fields, Scott Jaschik, Kim McDonald, Stacy E. Palmer, Lynn Peebles, and Robin Wilson.

Most Students' Parents Do Not Save Less Because of U.S. Aid, Study Concludes

By ROBIN WILSON

WASHINGTON

Does the availability of student aid discourage parents from working harder and saving more for their children's college education?

For the parents of a majority of students who receive Pell Grants and Guaranteed Student Loans, the answer is No, according to a new study commissioned by the College Board.

But the availability of federal assistance could discourage about one-fifth of families from saving—or from trying to earn more, the report of the study said.

The report was based on a review of 10,000 financial-aid applications, on econometric models, and on other studies of what influences families' decisions to try to earn more and save more. It was prepared by Michael S. McPherson, a senior fellow at the Brookings Institution, and Karl E. Case, a professor of economics at Wellesley College.

Because of the way Pell Grants are calculated, low-income parents do not see their child's grants significantly reduced if the family modestly increases its earnings. Families therefore are not discouraged from earning more to help pay for college, the report said.

Receiving a Guaranteed Student Loan also does not encourage a student's parents to earn or save less, because the loan must eventually be paid back, said the report.

Savings and increased earnings might be discouraged, the study found, when aid applicants come from higher-income fam-

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Bills to Close 2 Mississippi Universities Die in Legislature

JACKSON, MISS.

The Mississippi Legislature has, in effect, killed legislation to close or merge two universities and two professional schools.

The Board of Trustees of the State Institutions of Higher Learning recommended last month that Mississippi University for Women and Mississippi Valley State University, along with Mississippi State University's College of Veterinary Medicine and the University of Mississippi School of Dentistry, be closed or merged with other institutions.

The board's proposals came after the state Fiscal Management Board reduced the $283-million higher-education budget for 1985-86 by $14-million. The Joint Legislative Budget Committee has recommended cutting the appropriation for 1986-87 by a further $18-million, for a total reduction of $32-million.

Last week, higher-education and appropriations committees in both houses of the Legislature let pass the constitutional deadline for taking action on the 16 bills that had been introduced to close or merge the four institutions.

Erosion of Excellence Feared

"There are just too many unanswered questions here, and we don't have time to explore all of the ramifications of closure," said Douglas Anderson, chairman of the Senate Universities and Colleges Committee. "For example, how would we handle the tenured faculty?"

Since the committees did not act, the board will continue to operate all eight of its colleges and universities, said E. E. Thrash, its executive secretary.

He warned, however, "If we have to operate all of our institutions with all of these cuts, the whole system will experience an erosion of excellence and access."

George H. Carter, an assistant to Mr. Thrash, said it was too early to say whether the board would renew its proposals to close or merge institutions next year.

The House Constitution Committee rejected another plan that would have required a referendum to amend the state's constitution in order to reorganize the eight institutions into one university with six campuses. The resolution did not name any colleges, universities, or professional schools that would be closed.

Higher-Education Funds in President Reagan's Fiscal 1987 Budget

In the Department of Education

	Fiscal 1985 Actual	Fiscal 1986		Fiscal 1987 Requested
		Estimated Spending[1]	Proposed Rescissions[2]	
Student assistance				
Pell Grants	$3,862,000,000	$3,432,262,000	$ 0	$3,250,000,000
Supplemental Grants	412,500,000	394,762,000	137,262,000	0
College Work-Study	592,500,000	567,023,000	-64,523,000	0
Campus-based aid	—	—	—	400,000,000[3]
State Student Incentive Grants	76,000,000	72,732,000	-72,732,000	0
National Direct Student Loans	217,482,000	208,626,000	-181,830,000	162,568,000
Guaranteed Student Loans	3,798,323,000	3,259,975,000	-65,044,000	2,329,586,000
Carl D. Perkins Scholarships for prospective teachers	0	9,570,000	-9,570,000	0
Graduate support				
Graduate & professional opportunities	11,750,000	11,245,000	-11,245,000	0
National graduate fellowships	2,500,000	2,393,000	2,393,000	0
Public-service fellowships	2,500,000	2,393,000	-2,393,000	0
Institutional assistance				
Cooperative education	14,400,000	13,781,000	13,781,000	0
Developing institutions				
Challenge grants	6,400,000	4,700,000	0	220,000
Endowment grants	15,600,000	22,210,000	0	50,000,000
Institutional support	119,208,000	108,226,000	0	90,998,000
Facilities				
Construction grants	28,000,000	9,570,000	-9,570,000	0
Loans & insurance	14,119,000	17,891,000	0	19,205,000
Interest subsidies	18,775,000	22,490,000	0	23,000,000
International education	32,050,000	30,671,000	-30,671,000	0
Law School Clinical Experience	1,500,000	1,435,000	1,435,000	0
Veterans Cost of Instruction	3,000,000	2,871,000	2,871,000	0
Bilingual education				
Bilingual vocational training	3,686,000	3,527,000	0	0
Training grants	33,565,000	32,121,000	0	33,566,000
Library resources				
Research libraries	6,000,000	5,742,000	5,742,000	0
Training & demonstration	1,000,000	957,000	-957,000	0

	Fiscal 1985 Actual	Fiscal 1986		Fiscal 1987 Requested
		Estimated Spending[1]	Proposed Rescissions[2]	
Aid to disadvantaged				
College-aid migrant programs	$1,200,000	$1,148,000	-$1,148,000	$ 0[4]
Legal Training for the Disadvantaged	1,500,000	1,435,000	-1,435,000	0
Minority Institutions Science Improvement	4,800,000	4,785,000	0	5,000,000
Programs for disadvantaged students	174,940,000	168,786,000	-86,416,000	82,270,000[4]
Education research and statistics				
National Institute of Education	51,609,000	49,028,000	0	—[5]
Office of Educational Research and Statistics				
Office of Research	—	—	—	24,800,000[3]
Center for Statistics	—	—	—	18,300,000[3]
Center for Statistics	8,747,000	8,371,000	0	18,300,000
Programs for the Improvement of Practice	—	—	—	19,100,000[3]
Information Services	—	—	—	8,000,000[3]
Education for the handicapped				
National Institute of Handicapped Research	38,893,000	41,983,000	-3,108,000	39,000,000
Research & development	15,862,000	16,080,000	-269,000	16,000,000
Personnel development	60,932,000	61,154,000	-11,248,000	48,000,000
Rehabilitation training	22,000,000	25,838,000	-5,838,000	15,000,000
Vocational & postsecondary programs	5,300,000	5,264,000	0	5,300,000
Miscellaneous				
Adult education	101,963,000	97,579,000	0	104,000,000
Fund for the Improvement of Postsecondary Education	11,710,000	12,163,000	-2,163,000	10,000,000
Office for Civil Rights	45,000,000	42,704,000	0	38,185,000
Teacher training	—	—	—	75,000,000[3]
Vocational education	842,148,000	813,113,000	-210,337,000	408,122,000
Women's educational equity	6,000,000	5,742,000	-5,742,000	0

In Other Federal Agencies

	Fiscal 1985 Actual	Fiscal 1986 Estimated Spending[1]	Fiscal 1986 Proposed Rescissions[2]	Fiscal 1987 Requested
Scientific research				
National Institutes of Health				
Cancer Institute	$ 1,170,797,000	$1,170,561,000	$6,800,000	$1,158,089,000
Heart, Lung, & Blood Institute	795,673,000	810,905,000	11,469,000	785,697,000
Institute of Dental Research	100,839,000	98,111,000	0	96,482,000
Institute of Diabetes, Digestive & Kidney Diseases	431,400,000	433,519,000	6,456,000	418,971,000
Institute of Arthritis, Musculo-skeletal, & Skin Diseases	108,126,000	110,723,000	1,524,000	106,733,000
Institute of Neurological Disorders & Stroke	394,491,000	413,024,000	9,554,000	399,351,000
Institute of Allergy & Infectious Diseases	345,069,000	340,840,000	1,513,000	330,551,000
Institute of General Medical Sciences	482,817,000	492,393,000	7,358,000	471,533,000
Institute of Child Health & Human Development	310,395,000	307,743,000	1,150,000	309,119,000
Eye Institute	178,299,000	186,508,000	5,224,000	179,201,000
Institute of Environmental Health	193,790,000	188,887,000	0	187,995,000
Institute on Aging	144,785,000	149,623,000	2,679,000	145,829,000
Research Resources	302,852,000	290,752,000	0	234,192,000
International Center	11,529,000	10,893,000	0	11,305,000
Library of Medicine	54,762,000	55,273,000	0	56,408,000
Total N.I.H.	5,089,294,000	5,123,039,000	62,867,000	4,936,157,000
National Science Foundation				
Research				
Mathematical, physical sciences	397,188,000	392,341,000	0	449,250,000
Astronomical, earth, & ocean sciences	353,027,000	346,902,000	0	383,210,000
Antarctic program	110,830,000	110,150,000	0	117,000,000
Biological & social sciences	253,510,000	248,886,000	0	282,410,000
Engineering	150,628,000	155,488,000	0	185,470,000
Technological & international affairs	43,744,000	37,772,000	0	47,030,000
Program management	71,951,000	69,382,000	0	78,000,000
Total research	1,306,012,000	1,294,000,000	0	1,479,000,000
Science & engineering education	82,000,000	53,161,000	0	89,000,000
Total N.S.F.	1,501,642,000	1,458,329,000	0	1,685,700,000
Department of Agriculture				
Cooperative research				
Hatch Act support	155,378,000	148,800,000	0	155,545,000
Payments to black colleges	22,807,000	22,333,000	0	23,333,000
Minority research facilities	10,000,000	9,500,000	0	9,940,000
Special research grants	32,030,000	29,000,000	0	0
Competitive research grants	46,000,000	42,400,000	0	42,425,000
Total cooperative research	304,316,000	279,000,000	0	246,356,000
Extension service	343,727,000	328,000,000	0	140,000,000
Department of Commerce				
Sea Grant program	39,020,000	39,000,000	30,604,000	0
Department of Defense				
Basic research	860,000,000	940,000,000	0	987,000,000
Department of Energy				
General science	721,670,000	655,000,000	0	773,400,000
University research	365,920,000	363,520,000	0	311,030,000
Environmental Protection Agency				
Research & development	188,875,000	213,793,000	0	192,734,000
Department of Interior				
Basic research	131,000,000	132,000,000	0	118,000,000
National Aeronautics and Space Administration, basic research	728,000,000	857,000,000	0	1,085,000,000

	Fiscal 1985 Actual	Fiscal 1986 Estimated Spending[1]	Fiscal 1986 Proposed Rescissions[2]	Fiscal 1987 Requested
Health research and training				
Mental-health research	191,540,000	200,444,000	0	194,890,000
Mental-health clinical training	22,000,000	19,140,000	19,140,000	0
Mental-health research training	18,000,000	17,225,000	0	15,847,000
Drug-abuse research	63,760,000	65,238,000	0	67,405,000
Drug-abuse research training	1,500,000	1,436,000	0	1,355,000
Alcoholism research	48,509,000	54,371,000	0	56,618,000
Alcoholism research training	1,500,000	1,436,000	0	1,327,000
Centers for Disease Control				
Occupational safety & health				
Research	56,577,000	56,168,000	0	60,036,000
Training	8,760,000	8,383,000	-8,383,000	0
Health-services research	17,509,000	16,738,000	0	19,829,000
Medicare research & demonstration				
Health professions				
Health-professions education				
Student assistance				
Exceptional-need scholarships	7,000,000	6,699,000	-6,699,000	0
National Health Service Corps	45,726,000	55,797,000	-2,445,000	46,996,000
National Health Service Corps scholarships	2,300,000	2,201,000	-2,201,000	0
Aid to disadvantaged students	24,000,000	24,403,000	-11,403,000	0
Institutional assistance				
Nurse training	66,600,000	61,152,000	-52,484,000	0
Center for nursing research	5,000,000	0	-5,000,000	0
Public health	11,600,000	11,102,000	-11,102,000	0
Primary-care & family-medicine training	66,700,000	63,409,000	-44,607,000	0
Medical-facilities guarantees & loans	26,500,000	25,000,000	0	20,000,000
Area health-education centers	18,000,000	17,181,000	12,483,000	0
Arts and humanities				
National Endowment for the Humanities				
Education programs	17,890,000	15,696,000	0	15,150,000
Fellowship programs	14,396,000	14,343,000	0	15,460,000
Research programs	18,837,000	15,696,000	0	15,700,000
General programs	22,671,000	22,190,000	0	16,200,000
State programs	21,413,000	20,179,000	0	16,630,000
Challenge grants	19,600,000	16,171,000	0	16,500,000
Treasury matching grants	10,780,000	11,092,000	0	12,500,000
Total N.E.H.	139,478,000	132,679,000	0	126,440,000
National Endowment for the Arts	163,660,000	158,538,000	0	144,900,000
Institute of Museum Services	21,560,000	20,474,000	0	330,000
National Archives and Records Administration	100,626,000	97,004,000	0	101,321,000
National Historical Publications and Records Commission	5,184,000	3,828,000	0	823,000
Civil rights				
Commission on Civil Rights	12,869,000	11,771,000	0	12,576,000
Equal Employment Opportunity Commission	163,655,000	157,905,000	0	167,691,000
Office of Federal Contract Compliance Programs	45,433,000	43,676,000	0	45,935,000
Miscellaneous				
Corp. for Public Broadcasting	150,500,000	214,000,000	-44,000,000	130,000,000[5]
GI Bill education & training	1,130,800,000	877,569,000	0	741,150,000
Peace Corps	128,600,000	124,410,000	0	126,200,000
U.S. Information Agency educational & cultural exchanges	143,800,000	134,458,000	0	166,566,000
VISTA	18,712,000	19,492,000	0	19,258,000

[1] Includes spending reductions required by the new deficit-reduction law.
[2] Proposed by the Administration but must be approved by Congress.
[3] Figures for 1987 reflect consolidation or reorganization of programs.
[4] Aid for students from migrant families for 1987 is included under programs for disadvantaged students.
[5] Figures proposed in 1987 provide 1989 funds because money is allotted two years in advance.

Reagan Seeks $2-Billion Cut in Student Aid

Continued from Page 9

premise that discretionary domestic spending is the cause of the deficit.

"In fact, spending on discretionary domestic programs has been flat for some years and currently amounts to only 12 per cent of the federal budget."

Mr. Atwell said the federal deficit had resulted from the growth in defense spending and "entitlement" programs—which include Social Security, Medicare, and Medicaid—and a decline in tax revenues.

On the day it was released, the budget prompted a shouting match between Gary L. Bauer, Under Secretary of Education, and the heads of several higher-education groups.

While the higher-education leaders were holding a news conference at an entrance of the Department of Education's main office building, Mr. Bauer arrived and accused them of distorting the facts by saying that states cannot afford to make up for federal spending reductions. In fact, Mr. Bauer said, many states have surpluses and colleges themselves have been helped by an improved economy. Looking at the leaders, he said, "You're not willing to do your share."

Replied Mr. Atwell, "If the entire budget is up for discussion, then we're willing to take our share of the cuts."

"You're always making education the sacrifical lamb," Dale Parnell, president of the American Association of Community and Junior Colleges, told Mr. Bauer, "and we're sick and tired of it."

In another comment, Rep. William D. Ford, Democrat of Michigan and chairman of the House Subcommittee on Postsecondary Education, said, "The Administration's budget for higher education is unacceptable. To paraphrase the National Commission on Excellence in Education, if an unfriendly power proposed such an education budget, it could be viewed as an act of war. The Administration is proposing a lobotomy for the brainpower of America."

Sen. Warren B. Rudman, the New Hampshire Republican who co-sponsored the new deficit-reduction act, predicted last week that Congress and President Reagan would agree on a budget that met the law's targets for 1987, eliminating the need for automatic spending cutbacks.

Rudman Is Optimistic

A budget agreement would give both sides more control over what programs would be cut—the necessary incentive for them to compromise, Senator Rudman added in a speech here at the annual meeting of the National Association of Independent Colleges and Universities.

Senator Rudman predicted that higher education would fare relatively well in the final fiscal 1987 budget because "you have the best case to sell. When we start setting priorities, there can be no greater priority than education of our young people at all levels."

Part of the reduction in federal spending that Mr. Reagan proposed would come from dropping what Administration officials called "ineffective, duplicative, or unnecessary programs."

Mr. Reagan urged the elimination of several programs that he had tried, but failed, to persuade Congress to eliminate in past years—including new federal spending for training health professionals, the Sea Grant College program, and funds for college libraries.

Some new programs were added to the list of those that he wants to eliminate.

For example, after a seven-month trial run, the Administration is proposing to eliminate the New GI Bill on October 1 and reinstitute the Veterans Educational Assistance Program.

The New GI Bill, which the budget said had been forced on the Pentagon by Congress "over the Administration's strenuous objections," began what was supposed to be a three-year trial last July 1. It offered much more generous benefits than the old program—benefits that the Administration says are not needed to fill military recruiting goals.

The chairman of the House Veterans Subcommittee on Education, Training, and Employment, Democratic Rep. Thomas A. Daschle of South Dakota, promised "a hell of a fight" to retain the new program. He said it was needed to attract the able recruits needed "to man sophisticated weapons systems," particularly at a time when the pool of eligible young recruits is declining.

The Administration requested no funds for the new National Center for Nursing Research, which was authorized in a bill to extend programs of the National Institutes of Health last year. Congress overrode Mr. Reagan's veto of that measure. The lawmakers appropriated $5-million for the center, but the Administration is proposing to rescind that money.

Another program on Mr. Reagan's hit list, one that many college lobbyists have fought hard for, is the new $2.5-million program of graduate fellowships for students in the arts, humanities, and social sciences. The winners of the first year's fellowships were announced a few weeks ago.

The budget documents estimated that federal grants to the states under a variety of programs would decline from $108.8-billion in fiscal 1986 to $99.1-billion in the coming fiscal year. A recent study by representatives of state governments estimated that the Gramm-Rudman-Hollings legislation is already forcing cuts of about $3-billion in programs aiding states in the current fiscal year.

Although much of the federal aid to states is for such programs as general revenue sharing, Medicaid, and mass transit, funds for adult and vocational education are distributed to the states in a block grant. The block grant also includes money for such activities as bilingual and Indian education and education for handicapped children.

State leaders have warned that cutbacks in federal support would make it hard to increase or maintain state appropriations for higher education.

In tight budget years, some state leaders said, legislatures often place greater priority on maintaining funds for elementary and secondary education than on higher education.

The Timetable for Fiscal 1987

February 5: The President submitted his budget to Congress.

April 15: Both houses of Congress are to have passed their versions of the annual budget resolution and worked out the differences in a conference committee.

May 15: The House of Representatives may begin considering appropriations bills.

June 10: The House Appropriations Committee is to have finished drafting its 13 appropriations bills for specific departments and agencies.

June 15: Congress is to have passed "reconciliation" legislation to reduce the deficit by making changes in various authorizing laws to meet the overall spending target in the budget resolution.

June 30: The House is to have passed all 13 appropriations bills. The Senate does not have to meet a specific deadline. (If the House hasn't passed the appropriations bills or the reconciliation legislation by this date, it is barred from recessing for more than three days in a row. That means the House could not take its traditional Fourth of July recess until the measures are completed.)

August 15: The Congressional Budget Office and the President's Office of Management and Budget estimate the fiscal 1987 deficit. All budget-related actions taken up to this point are to be taken into account, and the two offices must agree on the estimate.

August 20: That estimate is sent to the General Accounting Office, which must decide whether an automatic spending reduction is required. Automatic cuts are required if Congress and the President fail to agree on how to reduce the deficit to the $144-billion required in the new deficit-reduction law.

August 25: The General Accounting Office sends the President a report containing its conclusions about the need for automatic reductions. If reductions are required, the report will contain the formulas that the President must use to make them.

September 1: The President issues the order requiring automatic spending reductions that the General Accounting Office has determined are necessary.

October 1: The federal fiscal year begins and the automatic spending cuts, if required, take effect.

October 5: The Office of Management and Budget and the Congressional Budget Office issue a revised economic report that reflects any new Congressional actions that have been taken.

October 10: If necessary, the General Accounting Office sends the President a revised report based on new Congressional actions.

October 15: The President's final order requiring automatic spending cuts takes effect.

A Glossary of Budget Terms

Appropriations bill: Legislation that provides money to programs that have been established under authorization bills.

Authorization bill: Legislation that creates federal programs. Authorization bills generally define the scope of a program and how it should operate. Most include spending ceilings, but sometimes they simply authorize spending of "such sums as are necessary." Most programs must be authorized before any money can be appropriated for them.

Budget authority: The appropriations that the President asks Congress to allot for individual federal programs for a new fiscal year. The money may not always be spent in that fiscal year.

Budget obligations: The amount that a federal agency commits itself to spend on projects or programs. Although "obligated" in a particular year, the money sometimes is disbursed over two or three years—for example, for research grants.

Budget outlays: The amount that is actually spent in a fiscal year. It can include new budget authority as well as money not spent from previous years' appropriations.

Budget resolution: A measure that sets Congressional spending priorities for a particular fiscal year. The President does not have to sign the resolution.

Continuing resolution: Legislation that allows government departments and agencies to continue operating when their appropriations bills have not been enacted by the beginning of a new fiscal year.

Deferral. Action by the President to withhold or delay the spending of appropriations made by Congress. Congress can pass a resolution disapproving proposed deferrals any time after the President requests them.

Fiscal year: October 1 to September 30 for the federal government. The fiscal 1987 budget refers to expenditures made from October 1, 1986, through September 30, 1987.

Reconciliation: The process Congress uses to direct its committees to make changes in laws to meet the spending levels set in the budget resolution. The changes usually reduce spending or increase revenues.

Rescission: Action by Congress, at the request of the President, that cancels the spending of money appropriated but not actually spent. For the rescission to take effect, Congress must approve it within 45 days of the President's request.

Sequestration: The process by which the President reduces appropriations in order to meet the targets set in the new deficit-reduction law.

Supplemental appropriation: A law that provides extra money not contained in regular appropriations bills.

$ THE 86-87 FEDERAL BUDGET: Student Aid

The federal government would abandon its 20-year-old policy of paying all the interest on Guaranteed Student Loans while students are in college. That would save $544-million, budget analysts said.

Overall spending on student aid would drop about $2-billion below what Congress originally appropriated for the current fiscal year.

About 1.36 million students would be eliminated from federal financial-aid rolls by academic 1987-88 under proposals to restrict and revamp the way the government awards its aid, according to Education Department documents.

The reduction would come from changes requiring students and families to pay more toward college costs, restricting the number of students who could be considered financially independent of their parents, and requiring all students to undergo a needs analysis before receiving a Guaranteed Student Loan.

The budget would eliminate the State Student Incentive Grant program and combine the College Work-Study and Supplemental Educational Opportunity Grant programs. It also would peg repayment of National Direct Student Loans to a student's earnings after graduation.

The budget called for $6.14-billion in spending on student grants and loans in the coming fiscal year, $2.03-billion less than Congress originally appropriated and $1.79-billion less than what is expected to be available after the cuts dictated by the Gramm-Rudman-Hollings balanced-budget law.

The budget also proposed that Congress rescind $391-million that it had already appropriated for student aid in academic 1986-87.

About 4.3 million students would receive some form of federal aid in academic 1987-88, compared to roughly 5.7 million who were to have received aid this year before the budget-cutting began.

About 106,000 of the 1.36 million students who would lose assistance would do so as a result of the reduction in spending dictated by the balanced-budget law. About 660,000 more students would see their aid eliminated beginning this fall. The remaining 596,000 students would lose their aid in academic 1987-88.

"The students who would lose eligibility would be primarily those at the higher family-income margins of the current programs," said an Education Department document.

Many of the students would lose their aid because a new financial-needs analysis would increase the amount that families are expected to pay toward college. Education Department officials said it would effectively limit Pell Grants to students whose families earn $23,400 a year or less and restrict Guaranteed Student Loans to those whose families earn up to $58,000.

As a result, spending on Guaranteed Student Loans would drop by $931-million, to $2.33-billion, and spending on Pell Grants would decline by $182-million, to $3.25-billion.

Criticism from Capitol Hill

The Administration's proposals were immediately attacked by lenders, higher-education officials, and education leaders in Congress.

Said Rep. Augustus F. Hawkins, Democrat of California and chairman of the House Education and Labor Committee: "The Reagan Administration's proposals would dismantle the federal role in higher education and effectively deny higher education to everyone but the richest, the brightest, and the poorest in society."

Sen. Robert T. Stafford, the Vermont Republican who chairs the Senate education subcommittee, said it was a bad idea to require students to pay the interest that accrues on their

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Reagan's Budget

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loans while in college. "Most students who have to borrow to go to school obviously are not in a position to pay interest on those loans while they're in college," he said.

Following are the Administration's student-aid proposals:

Guaranteed Student Loans. The Administration said its proposals would "reduce the federal government's intrusion into private credit markets and reduce unnecessary lender profits."

The Administration proposed a complex scheme for payment of interest on the loans.

Currently, the government pays the 8-per-cent interest while students are in college, plus a special interest allowance of up to 3.5 per cent to encourage lenders to make loans to students. After they graduate, the students assume payments for the basic interest, but the government continues to pay the special allowance.

The Administration's new plan would work this way:

► While a student is in college and in the first two years after leaving, he or she would be charged interest equal to the rate on the 91-day Treasury bill at the time the loan was made.

The student could pay the interest while in college, borrow more to cover the interest that accrued while he or she was enrolled, or wait to pay the accumulated interest after leaving college, if the lender were amenable.

► The government would continue to pay the special interest allowance during a student's college years and in the first two years thereafter, but the maximum would be reduced from 3.5 per cent to 3 per cent.

► Beginning in the third year after a student leaves college, he or she would take over the special-allowance payments. Thereafter the student would pay the basic interest on the loan, up to the Treasury-bill rate, plus 3 per cent.

P. Greg Stringer, vice-president for student loans at the Chase-Manhattan Bank, warned that students "may have a hard time finding a lender" that will allow them to put off the interest payments rather than pay them as they accrue.

The new billing system that would be required by the proposed change would be a burden on lenders, Mr. Stringer said.

Representatives of lenders and colleges also said last week that a reduction in the special interest allowance would cause thousands of lenders to stop making student loans because they would be less profitable than other consumer loans.

"Every G.S.L. lender in the country would reconsider their participation in the program and a substantial number would drop out," said John E. Dean, a lobbyist for the Consumer Bankers Association.

Gary L. Bauer, Under Secretary of Education, was skeptical. He said last week, "Don't let the banks get away with charges that they are all going to drop out. They won't." He said the program would still be profitable enough to attract lenders.

The Administration's budget would also require lenders to bear some of the cost of defaults. Bankers now are fully reimbursed for defaulted loans. Under Mr. Reagan's budget, they would receive only 90 per cent of the principal and interest due on a defaulted loan.

The Administration proposed to allow students to repay their loans over 15 years, instead of the current 10.

National Direct Student Loans. Interest rates would increase. Students would pay the T-bill rate, plus 3 per cent; now they pay 5 per cent.

The budget would institute a new system for repayment of direct loans, based on a student's income after graduation: Students would pay a percentage of their income, up to a top rate of 15 per cent. A student could take as many years as necessary to pay off the loan. Now, students must pay back their loans in 10 years in equal installments, regardless of their income.

The Administration also proposed increasing the amount that students can borrow: Undergraduates could borrow $2,500 to $4,500 per year, depending on their academic level, and graduate students could borrow up to $10,000 a year. A student could borrow a total of $40,000 for his or her entire education. Students are now limited to a total of $12,000 in direct loans.

Financial need. The budget proposes to create a single analysis of need that would require students and their families to pay more of their income toward the cost of education. A family of four earning $30,000 and facing $5,000 in annual college bills, for example, would receive $1,200 in total aid annually, compared to $2,765 now.

Financial-aid administrators now use a variety of need analyses. Under

Continued on Page 16, Column 1

Budget Cuts Forcing Library of Congress to Shorten Hours

WASHINGTON

The Library of Congress announced last week that federal budget cuts had forced a sharp reduction in the number of hours it will be open to the public.

Beginning March 9, the library will be closed on Sundays, on all evenings except Wednesdays, and on all federal holidays. Instead of being open to the public for 77½ hours each week, the library will be open 54½ hours.

The new deficit-reduction law, often referred to as the Gramm-Rudman-Hollings act, required the library to trim its $230-million budget by nearly $10-million. In addition, Congress provided the library with $8.4-million less in fiscal 1986 than it had in fiscal 1985.

A spokesman for the library said services for scholars, such as a system that allows people to reserve materials in advance of their visit to the library, would not be affected by the cutbacks.

"While we're open, we expect the quality of service to be the same," she said.

However, she said the library would curb spending on new books, periodicals, and other research materials by about 13 per cent. The library also plans to reduce its 5,200-member staff by 300.

The new hours for the general reading rooms will be: Monday through Saturday, 9 a.m. to 5:30 p.m., except for Wednesdays, when they will be 9 a.m. to 9 p.m.

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Reagan's Budget

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the single analysis, which would consider a half-dozen elements, including the number of children in the family and a family's income, each student would be required to pay at least $800 toward college costs.

Students could receive aid for only five years. There is no such limit now.

In addition, all students would have to undergo the analysis to be eligible for Guaranteed Student Loans. Now only those whose families earn over $30,000 must do so.

Consolidation of programs. The Administration proposed to combine Supplemental Educational Opportunity Grants and College Work-Study into a single program with reduced funds. About $400-million would be available for grants and student wages in fiscal 1987, compared to $961.8-million this year.

At least 50 per cent of the money that colleges allocated from the new fund would have to be used for work-study. In fiscal 1987 colleges would be required to match 20 per cent of the federal dollars with their own funds, in both the grant and the work-study programs. That matching requirement would increase to 50 per cent by academic 1990-91.

The Administration also proposed eliminating money for State Student Incentive Grants, saying that the program "has accomplished its objective of stimulating all states to establish need-based student grant programs." Congress, after making adjustments for the deficit-reduction law, provided $72.7-million for the grants during the current fiscal year.

Independent students. It would be more difficult for students to qualify as financially independent of their parents for the purpose of receiving student aid. All students 22 years old or younger, except for those who can demonstrate financial self-sufficiency or who are orphans or wards of the court, would be considered financially dependent on their parents. The parents' income could be considered available in helping to pay college costs.

Graduate students. Just as it did last year, the Education Department proposed the elimination of all financial aid for graduate students. It said such students could receive adequate aid through other assistance programs.

To address expected shortages of personnel in certain fields, the department suggested that other federal agencies might finance specialized graduate-fellowship programs in their areas of interest.

High-school diploma. Students would be required to have a high-school diploma or the equivalent in order to receive federal assistance. Now, students who lack a diploma may receive aid if college officials determine they would benefit from postsecondary education.

Other provisions. The administration's budget also would:

► Eliminate administrative-cost allowances to state agencies that guarantee student loans.

► Allow for the sale of defaulted student loans to private investors as a "last resort," after the government's collection efforts have been exhausted. The department said it could recoup about $37-million through such sales.

► Continue a survey of student-aid recipients that is in its preliminary stages. The survey would cost about $7.1-million in fiscal 1987 and $11.4-million altogether.

THE 86-87 FEDERAL BUDGET:
Science

Contrasted with most domestic programs, scientific research would continue to fare well under President Reagan in fiscal 1987.

Budget documents indicated that overall federal support for basic research would increase by nearly 8 per cent, to $8.6-billion. Total research and development would increase more than 17 per cent, to $61-billion.

The size of the increases was magnified by the fact that they were calculated based on 1986 spending—following reductions forced by the deficit-reduction act for the current fiscal year. The increases would be somewhat lower if they were based on the original amounts that Congress appropriated.

As in Mr. Reagan's previous budgets, most of the increases would go to defense, space, physical science, and engineering—areas the Administration has long protected in the belief that they are crucial to maintaining the country's national security and economic competitiveness.

Spending on research and development activities by the Pentagon would increase 25 per cent, to $42-billion, while space programs would increase 13 per cent, to $4.4-billion.

Support for biomedical, environmental, and agricultural research, along with research on alternative forms of energy production such as fusion and solar energy, would be reduced sharply from the levels initially set by Congress for the current fiscal year.

For example, research financed by the Energy Department on solar and other types of renewable energy sources, which was reduced to $230-million this year from its fiscal 1985 level of $246-million, would be cut by more than half, to $106-million.

John P. McTague, Mr. Reagan's acting science adviser, emphasized last week that the Administration's overall request for research and development placed "special emphasis" on maintaining basic-research programs at universities, to insure that the institutions produce a steady flow of science and engineering graduates.

He promised that the Administration would continue that policy in the future, because of the importance of basic research to the country's technological and economic well-being.

"We will proceed with increases in basic research," Mr. McTague said, "not because it is good, but because it is necessary."

The military's share of that basic-research support would continue to grow, as it has since Mr. Reagan became President.

In fiscal 1981, Mr. Reagan's first year in office, slightly more than half of the $33-billion for research and development came from the military. This year 69 per cent of the $52-billion for research and development will come from the Pentagon, and Mr. Reagan's budget would increase that proportion to 73 per cent next year.

Ironically, the military research program that accounts for the largest

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Reagan's Budget

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proposed increase next year—the Strategic Defense Initiative—is one in which many university researchers have refused to participate.

Funds for research and development for that program, known commonly as "Star Wars," would nearly double, from $2.7-billion to $4.8-billion. The program's basic-research budget would climb from $96-million to $167-million. Mr. McTague said he expected more than half of that to go to university scientists.

Following are summaries of the President's major proposals for scientific research:

National Science Foundation. The foundation would receive $1.68-billion, about 8 per cent more than what Congress initially appropriated for fiscal 1986.

As in the past, the largest increases would go to engineering, advanced scientific computing, and the physical sciences.

Funds for engineering research would amount to $185-million, a 14-per-cent increase. About $12-million of the additional money would be used to increase the number of cross-disciplinary engineering-research centers at universities from 6 to about 15. The rest would be used to include new areas of research and encourage increased undergraduate participation in engineering programs.

Spending for advanced scientific computing activities that provide university researchers with access to powerful supercomputers would increase 18.6 per cent, to $53.6-million. Funds for mathematics and physical science would increase by nearly 10 per cent, to $449-million.

Erich Bloch, the foundation's director, said the following would receive special emphasis in fiscal 1987:

► Biotechnology research, with the establishment of multidisciplinary centers at universities.

► Computational science and engineering, through a $27-million interdisciplinary effort.

► Global geoscience research, which would receive an $18-million increase for interdisciplinary research.

A fourth area of emphasis, he said, would be a $4-million effort to increase the participation of women, members of minority groups, and smaller institutions in the agency's research and education programs.

Funds for the foundation's science-education and engineering-education activities, which Mr. Reagan has allowed to grow slowly after nearly wiping them out in fiscal 1981, would increase from $87-million to $89-million. Agency officials said the money would be used to increase funds for engineering-research equipment at predominately undergraduate colleges.

Defense. Funds for the Pentagon's research-and-development programs would rise by 25 per cent next year, but most of that increase would go to development and applied research. Spending on the military's basic-research efforts would increase only 5 per cent, to $987-million. Efforts by the Administration to protect the Strategic Defense Initiative from cuts may force the Pentagon to negotiate with Congress for an even smaller increase.

Mr. Reagan would continue a special university research initiative for graduate fellowships and the purchase of new equipment at $50-million, half of what Congress appropriated this year when it created the program. Mr. McTague said that because of delays, the Pentagon would be able to award only $75-million this year. He said officials planned to defer $25-million to fiscal 1987 to continue the program at the same level.

He said the Administration planned to spend $100-million for the initiative in fiscal 1988.

Energy. Spending for general science programs at the Energy Department would increase by nearly 13 per cent, to $773-million. But funds for magnetic-fusion research would decrease from $380-million to $333-million, in order to focus more on research and less on the construction of new test devices.

Money for high-energy research would increase to $546-million to pay for the construction of new accelerator facilities at Newport News, Va., and the University of California's Lawrence Berkeley Laboratory.

Funds to continue research on a proposed $2-billion Superconducting Supercollider would be provided, Administration officials said, if Energy Secretary John S. Herrington decides to go ahead with construction. A decision on the fate of that accelerator is expected this spring.

Space. Major increases would be provided to the National Aeronautics and Space Administration to continue developing the space station, the space telescope, and the *Galileo* space probe to Jupiter.

NASA's total research and development program would rise 13 per cent, to $4.4-billion, while the agency's basic-research efforts would increase by 26 per cent, to $1.06-billion.

Much of the increase in basic research would go for a new $200-million joint NASA-Pentagon effort to develop a "transatmospheric vehicle" by the mid-1990's. The craft would be capable of lifting larger loads into orbit than the space shuttle can now handle and would cruise at 25 times the speed of sound. It would take off and land like an airplane and have the capability of reaching any point on the globe within two hours.

Mr. McTague said probable delays in major space-shuttle missions until next year because of the recent explosion of the space shuttle *Challenger* might slightly reduce the increases in the Administration's NASA request.

Environment and marine science. Research and development activities at the Environmental Protection Agency would drop nearly 14 per cent in fiscal 1987, to $193-million, while the Commerce Department's Sea-Grant program, which supports marine-science research at universities, would be eliminated.

Mr. Reagan asked for a $30.6-million rescission in the $39-million appropriated for the Sea-Grant program for fiscal 1986. But Congress, which year after year has denied the Administration's requests to eliminate the program, is unlikely to approve such a large cut.

Agriculture. All research programs in the Department of Agriculture would remain nearly the same or be reduced from their fiscal 1986 levels. Formula-grant payments to land-grant universities under the Hatch Act and to predominantly black institutions, for example, would remain at this year's levels of $155-million and $23.3-million respectively.

The budget proposes to eliminate a $31.5-million program of special re-

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search grants designed to solve agricultural problems of regional interest.

Congress, however, is unlikely to do away with that program or a $5.7-million program of research into animal health and disease that the Administration also wants to eliminate.

Support for the extension service, which provides agricultural training and scientific assistance to farmers, would be reduced sharply, from $342-million to $140-million.

Biomedical research. The President asked for $4.94-billion for the National Institutes of Health, about 7.8 per cent below what Congress originally appropriated for fiscal 1986. The institutes actually will have about $5.1-billion to spend this year, following the adjustments forced by the deficit-reduction act.

The Administration's budget also proposed an additional rescission of $63-million in the agency's budget for the current year—a reduction of $54-million for new research awards and $9-million for biomedical research at small institutions and those attended primarily by minority-group students.

To "stabilize" the N.I.H. research program, the Administration called for a cap of 18,000 on new and continuing research grants in fiscal 1987 and future years, with a modest increase in the average cost of a project. About 18,200 grants would be supported this year, compared to 18,350 in fiscal 1985.

Otis R. Bowen, Secretary of Health and Human Services, said the institutes "will receive a stable level of research grants that will be sustainable in future years when deficit-reduction targets must be met."

In 1987, the institutes would support 5,140 new awards and about 12,850 continuing projects. The Administration estimated the average award would be $156,700, reflecting a 2-per-cent increase in direct costs above 1986 levels. The new budget called for 960 fewer new grants than were approved by Congress in fiscal 1986, to achieve the goal of 18,000 total projects in fiscal 1987.

The budget included $447-million for 523 research centers but called for a rescission of the $5-million that Congress appropriated last year for the new National Center for Nursing Research. Administration officials said the center was not needed.

The Administration also asked for $107-million for the newly formed National Institute of Arthritis and Musculoskeletal and Skin Diseases. About $144-million would be spent on research on acquired immune deficiency syndrome (AIDS).

In a move recommended in a recent report of the White House Science Council, payments to universities for the indirect costs of research projects would be capped. By limiting them to 20 per cent of the grant, rather than the 26 per cent average that is estimated for current projects, the government would save $85-million.

The President also asked for $198-million to train approximately 9,100 biomedical researchers. About $210-million will be spent on such training this year.

Mindy Hatton, a spokesman for a coalition of health-related organizations, said the combination of budget reductions, proposed rescissions, and caps on indirect costs would be a "tremendous hardship for researchers." She said she believed N.I.H. was still a high priority for lawmakers and that appropriations for the agency might remain stable, but that it would not receive any major increases.

Mental health research. The President asked for $199-million to support 1,400 research projects in the prevention, treatment, and causes of alcoholism, drug abuse, and mental illness, including 448 new grants. The average grant will be $144,500, an increase of about 4 per cent, the Administration said.

The Administration said it was seeking to stabilize the number of grants at 1,400 annually. It would also limit indirect-cost payments on grants to 20 per cent, instead of the present average of 26 per cent.

In mental health, the budget proposed $195-million for 776 research projects and 21 extramural research centers.

The budget would provide $67-million to support 354 drug-abuse research projects, including continuing studies of how drugs act upon the brain and the development of effective treatment programs for cocaine users.

The Administration recommended $57-million for 270 research projects aimed at improving the treatment and prevention of alcohol abuse.

The Administration sought $16-million for research training in mental health, but again sought to eliminate the mental-health clinical training program, saying that long-term federal support for that activity had made it self-sustaining.

THE 86-87
FEDERAL BUDGET:

Other Programs

Health professions. The President again asked for the complete elimination of support for health-professions education and training programs. In view of projected surpluses of health professionals by the end of the decade and their improving geographic distribution, the Administration said, continued federal support is no longer needed.

The budget would, however, provide $100-million in new guarantees for private loans to graduate students in health-professions schools under the Health Education Assistance Loan Program.

The budget would end all support for nurse training, including funds for the advanced programs that many deans of nursing have said are needed to produce faculty members for nursing schools and to enable nurses to keep up with technological advances.

"This will jeopardize nursing schools and programs," said Linda K. Amos, dean of the school of nursing at the University of Utah and president of the American Association of Colleges of Nursing.

A spokesman for the Coalition for Health Funding, a group of health organizations, said that although Congress had rejected previous proposals to end health-professions programs, the programs might be vulnerable this year and only aggressive lobbying might save them.

Teaching hospitals. In its continuing effort to cut Medicare costs, the Administration proposed regulatory and legislative changes to reform the way in which teaching hospitals are reimbursed for the costs of graduate medical education.

For a saving of $495-million, regulatory changes would be made to eliminate payments for classroom training, according to the budget. The Medicare law, it said, "requires

Continued on Following Page

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Reagan's Budget

Continued from Preceding Page

payment for the services of residents and interns, but does not require payment of education expenses, or allied health training, and thus, they will be eliminated."

For a saving of $1.1-billion, the budget would reduce payments for the indirect costs of medical education and "correct the methodology used to calculate the payment."

Developing institutions and disadvantaged students. The Education Department proposed a major overhaul of programs designed to aid disadvantaged and low-income college students and developing institutions. Such changes are needed, it said, because many of the existing programs are too narrowly focused, poorly structured, and "fail to encourage institutions to seek funds from non-federal sources."

The budget included $141.2-million in aid for developing institutions—the same amount Congress provided this year.

However, the President asked lawmakers to tighten the eligibility requirements. Aid would be available only to institutions that serve large numbers of disadvantaged students and lack a strong financial base. The programs would also stress helping the institutions become more self-sufficient so they need not continue seeking federal assistance.

Historically black colleges would be exempted from the new eligibility requirements, and nearly $46-million would be earmarked for them.

Programs designed to encourage minority and disadvantaged students to go to college would receive $82.4-million, nearly $100-million less than Congress provided this year.

The Administration is asking Congress to consolidate programs that provide counseling and other help to disadvantaged students with programs that aid students from migrant families.

Noting that many of the same colleges had received money through the programs "year after year," the Education Department proposed that it be distributed in the form of five-year grants that could not be renewed. The department also said that its request for deep cuts reflected "concern about the lack of evidence showing their effectiveness."

Educational research and statistics. In one of the few increases in education spending sought by the Administration, President Reagan proposed to boost spending on educational research and statistics, asking $70.2-million, an 18-per-cent increase.

The proposed hike was attacked by some lawmakers, who said it was unfair to ask for an increase for educational research at a time when drastic reductions were being sought in money provided to students.

Secretary Bennett defended the proposal, saying that educational research and statistics gathering "is one case where the states can't do it, but we can."

The department said its research branch would concentrate on activities that "make research findings and statistics of higher quality, more timely, and more usable."

In addition, the Administration would spend $1[illegible].4-million over three years to conduct a survey of student-aid recipients. A budget document said that amount was "minuscule compared to the billions of dollars either obligated or guaranteed by the federal government each year."

Teacher training. The Education Department requested 38 per cent more for teacher training in fiscal 1987. A new $75-million program would replace three small programs that now provide aid for training teachers and administrators.

Under the plan, $60-million would be provided in grants to the states and the other $15-million would be used for projects of "national significance," such as summer institutes for advanced training and for the development of exchange programs between education and industry.

Postsecondary Fund. Since Congress rejected President Reagan's bid to abolish the Fund for the Improvement of Postsecondary Education last year, the Administration changed its strategy and asked that support for the fund be continued.

Education Department budget documents stressed that the fund is considered an essential part of the federal government's drive to improve the quality of higher education.

"The program is cost-effective and represents an appropriate leadership role for the federal government—one of stimulating improvements in the quality of postsecondary education without intruding on institutional preogatives," the documents said.

The Administration is seeking to spend 18 per cent less on the fund, giving it a budget of $10-million next year.

Peer review. The Education Department proposed that expenses be trimmed by asking people who review grant proposals to donate their services—instead of receiving the traditional honoraria and expense payments provided by the department. To cut down on travel costs, most of the review process would be conducted by mail and not at a central site, the department said.

International education. Repeating a request he had made for the past three years, President Reagan again asked Congress to abolish international-education programs sponsored by the Department of Education. He asked that the $30.7-million allotted for the program this year be returned to the Treasury and no further federal support be provided.

The Administration maintained that private foundations and other non-governmental sources probably would replace the funds now provided by the government.

Cooperative education. The Administration asked Congress to rescind the $13.8-million it allotted for cooperative education this year and to provide no new funds.

An Education Department budget document said that "as enrollments decline and increasing numbers of students demand cooperative-education programs, institutions are financially motivated to support such programs on their own."

Vocational education. About $408-million would be spent on vocational education—about half of what the government now provides. In addition, the President asked Congress to rescind $210-million from this year's vocational-education allotment.

Senator Stafford, the Education Subcommittee chairman, said he would oppose such deep cuts.

The Administration asked that vocational-education programs be redesigned to serve mainly students with "special needs," such as handi-

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Mr. Runser went to the 1984 Trade Fair alone. He took a buyer to San Antonio in 1985.

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capped people and single parents. It proposed deep cutbacks in the amount of money that states could use to finance innovative vocational-education programs.

Administration officials argued that the federal government should place most of its emphasis on providing students with basic academic skills, not specific job skills.

Said Mr. Bauer, the Under Secretary of Education: "Most employers want well-rounded backgrounds first and specific job training second."

Mr. Parnell, president of the two-year-college association, said the proposed rescissions for this year would be difficult for institutions because many have based their financial and academic plans on the expected federal aid.

He said the drastic cutbacks proposed for fiscal 1987 would be even more harmful, because "many colleges are operating on such a thin line that they really need this amount of money."

Facilities. The Administration proposed a $7.8-million reduction in spending on construction of college facilities in fiscal 1987. No new loans would be made. The Administration said it was seeking only enough money to continue managing and servicing existing loans.

In addition, the Education Department proposed that the portfolios of loans already made through the college-housing loan program be sold to the private sector. Budget officials estimated that as much as $578.6-million could be earned in fiscal 1987 through such action.

The Administration cited several reason for its opposition to federal involvement in construction aid for higher education facilities. It said that the programs are "excessively expensive" and are "complicated, duplicative, and administratively cumbersome."

Arts and humanities. The National Endowment for the Humanities would receive $126.4-million—a decrease of $8.2-million.

The N.E.H. said it would continue to give top priority to programs that preserve humanities materials that are deteriorating and to projects commemorating the bicentennial of the Constitution.

Spending for the National Endowment for the Arts would decline by $20.7-million, to a total of $144.9-million.

The Administration is repeating its request to phase out the Institute of Museum Services. It proposed that $330,000 be spent in fiscal 1987 to carry out administration of the grants already provided to museums, but it sought no money for new grants.

Postal subsidies. The Administration asked that $833.2-million be spent on postal subsidies for mailings by colleges and other non-profit groups. Congress provided $748-million for such subsidies this year.

John R. McKean, chairman of the Postal Service Board of Governors, said last week that increases in postage rates for mailings by non-profit groups would probably be imposed on March 9.

He said a final decision on the size of the rate increases would not be made until the beginning of March, because Congress may decide to provide additional money for the subsidies by that time. If lawmakers provide no extra funds, rates for third-class mail—which is widely used by colleges and universities—would rise by as much as 19 per cent.

Postage rates for non-profit mailings have already been raised once this year—by a range of 23 to 41 per cent at the beginning of January.

U.S. Aid and Parents' Savings

Continued from Page 9

ilies, attend costly private institutions, and qualify only for such federal aid as State Student Incentive Grants or Supplemental Educational Opportunity Grants, or for grants distributed from their colleges' own funds, the study said.

Because of the way that aid is calculated, saving or earning more does not pay off, since the aid is substantially reduced as a student's family accumulates more resources. For each dollar over $40,000 that a family earns annually, for example, its child's award is reduced by 47 cents.

The study did not determine how many of those higher-income families understood the aid system well enough, and were sufficiently motivated, to adjust their behavior to reduce earnings or savings.

In an interview, Mr. McPherson estimated that about $150-million from the federal government and from colleges' own funds goes each year to families who might have been able to pay more toward college expenses if they hadn't reduced their earnings or savings in order to qualify for more aid.

The report said that families that rely on aid when they actually could contribute more of their own income "reduce the resources available over all to finance higher education."

The number of such families could increase if families become more sophisticated about how the system works, and if college costs continue to rise more rapidly than incomes, qualifying more families for student aid, the report added.

The situation is dangerous, the researchers said, because the system increasingly will "penalize those who exert greater efforts through saving more or working harder."

"When you talk to families who have been very conscientious about saving, they perceive that they are getting screwed," Mr. McPherson said.

The researchers suggested that policy-makers:

► Reduce the amount by which a student's grant is docked as his or her family earns more money.

► Develop a formula to calculate what a family in certain financial circumstances should have been able to save toward college over the years, and then require the family to provide that amount.

► Allow families to pay for college over a longer time—eight years, say, instead of four. That would reduce the likelihood that a family would temporarily reduce its resources in order to qualify for more aid. It also would minimize the amount by which a student's grant would be reduced as the family earned more, because the family's expected contribution would be lower each year.

► Educate families to the fact that saving more for college can enable them to send their children to more expensive institutions.

Because colleges perpetuate the notion, Mr. McPherson said, most parents are under the impression that institutional and federal grants will pick up whatever costs the family cannot cover. Many times that gap is not filled, he said, and parents who do save are likely to be able to send their children to costlier colleges.

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Personal & Professional

'In' Box

Faculty members at Central Oregon Community College have found that when it comes to keeping students in class, the personal touch pays off. The faculty arranged to make telephone calls to students who were in academic difficulty because they were not coming to class. Professors set up an office, which they called the "follow-up desk," from which to call students.

The professors telephoned the students between 7:30 and 8:15 a.m., explaining that they were concerned about the students' academic success. Then they asked the students why they couldn't come to class that day.

John Weber, dean of instruction, says the method works. Of the 200 students who were contacted during the spring term, 169 returned to class and 150 completed their work for the quarter.

"If students are absent in one class, they tend to be absent in many classes," Mr. Weber says. "Four or five calls from professors can be very effective."

■

Never lie to a reporter, says a new guide. If reporters want information that you can't make public, say so and explain why. If they ask a question and you don't know the answer, say so and offer to find out. But never—absolutely never—lie.

The advice comes from *The Executive's Guide to Handling a Press Interview* by Dick Martin, a public-relations director.

According to the guide, most executives feel "vaguely unsettled" when they face a reporter, probably because they are not prepared psychologically or professionally to deal with one.

The guide suggests that nervous administrators select one or two major ideas they want to see in a story and try to make their main points to the reporter. They should always give short, realistic answers to questions, it says.

The 48-page guide is available for $5, plus $1 for postage, from Pilot Books, 103 Cooper Street, Babylon, N.Y. 11702; (516) 422-2225.

■

To plan for retirement, academics must consider finances, housing, health care, legal issues, and the social and personal ramifications of a new life style.

For those seeking help in preparing for retirement, the Teachers Insurance and Annuity Association and the College Retirement Equities Fund have published an annotated bibliography of publications on retirement. The bibliography lists about 45 books, giving a short description of each and the titles of chapters.

Most of the books are available in public libraries. They may also be purchased in paperback editions.

An Annotated Bibliography of Retirement Preparation Books is available without charge from T.I.A.A.-C.R.E.F., 730 Third Avenue, New York 10017; (212) 490-9000.

Typical College Trustee, Survey Finds, Is a Middle-Aged, White Businessman

Women's numbers jump one-third in decade; more blacks are picked for public boards

By ROBERT L. JACOBSON

WASHINGTON

Middle-aged, white businessmen continue to predominate on college governing boards, but the representation of women and ethnic minorities has shown modest gains in the last decade, according to a nationwide survey.

Of approximately 48,000 people who held voting positions on governing boards last spring, weighted survey data indicate, 90 per cent were white, 80 per cent were men, 42 per cent held positions in business or had retired from such positions—making business more heavily represented than any other field—and 70 per cent were at least 50 years old, including 32 per cent who were at least 60.

First Such Study Since 1976

However, the survey, the first of its kind since the fall of 1976, also turned up these changes in board composition:

► The proportion of women increased by one-third, rising from about 15 per cent in 1976 to about 20 per cent in 1985. Comparable gains for women were found at both public and private institutions.

► The proportion of blacks at public institutions nearly doubled—from 5.9 per cent in 1976 to 11.4 per cent in the latest count.

However, with the proportion of blacks on private-college boards having gone up only four-tenths of a point, to 5.5 per cent, the overall representation of blacks increased only slightly—to 6.3 per cent from 6 per cent.

► Representation of other minority groups, not counting Hispanics, increased to 3 per cent from 1 per cent. Hispanics accounted for 0.6 per cent in 1985; comparable data for 1976 were not available.

► The proportion of trustees belonging to more than one governing board declined from about 19 per cent in the previous survey to less than 10 per cent in 1985.

Findings from the Association of Governing Boards' new survey of college trustees appear in a Fact-File on Page 27.

Officials of the organization that sponsored both studies, the Association of Governing Boards of Universities and Colleges, said the decline in multiple memberships suggested that trustees were devoting more time and energy to service on individual boards and thus were less inclined to belong to more than one.

Richard T. Ingram, vice-president of the association, called that development "healthy and important" for campus governance. He said he did not think the finding might reflect, instead, a waning interest in trusteeship on the part of some board members.

A report of the survey, scheduled to be published this week, cautioned that the drop in multiple memberships might have resulted from the inclusion of non-educational institutions in the earlier results, but Mr. Ingram said the reported decline was dramatic nonetheless.

Executives Urged to Volunteer

Other data pointed to representation on governing boards of a wider range of executive positions than before, noted Richard D. Legon, the association's vice-president for membership and development.

He said the results reflected a growing trend in corporations to encourage volunteerism among executives below top management.

The survey was conducted for the Association of Governing Boards by the Higher Education Panel of the American Council on Education. Data were collected from members of 215 single-campus boards and 157 multi-campus boards, and were statistically adjusted to provide a national profile of 2,237 boards at 3,039 institutions.

The survey report, *Composition of Governing Boards, 1985*, may be ordered from the A.G.B., One Dupont Circle, Suite 400, Washington 20036. The price is $10 for association members and $12 for others.

1 in 6 Female Graduate Students in Psychology Reports Having Sexual Contact with a Professor

One in six female psychology students had sexual contact with a professor while working toward a graduate degree, a recent survey found.

Nearly one-third of the doctorate-holders questioned reported that they had been subjected to unwarranted sexual advances, many from their research advisers. Half of those women said their professors had retaliated against them when they turned away the advances.

Researchers at the University of Missouri at Columbia surveyed 464 women with doctoral degrees in clinical psychology. In their report, published in the January issue of *American Psychologist*, they speculate that the results reflect the degree of sexual activity between professors and students in other fields as well.

51 Pct. Now Call Experience Forced

In general, recent graduates reported sexual contact with their instructors more often than those who received their doctorates many years ago.

Only 28 per cent of the psychologists who were sexually involved with their instructors said they believed, at the time, that they had been coerced into the relationship.

Considering the matter now, however, far more—51 per cent—said the contact had been forced. In retrospect, nearly 14 per cent said they felt "very coerced."

More respondents now consider their personal involvement a hindrance to their working relationships—51 per cent, compared with 40 per cent who believed it was an obstacle at the time.

"Now that there's been more attention in our literature, they're looking back and saying, 'Hey, maybe there was a problem there,' " explained Joseph S. Thorpe, professor of psychology at the Columbia campus.

Mr. Thorpe wrote the report with Robert D. Glaser, a graduate student at the university.

Mr. Thorpe said in an interview that the survey had "served to bring a serious problem out of the closet, shedding some light on how these relationships get started."

The results show that the discipline needs to do much more to educate students about its ethical codes and standards, Mr. Thorpe said.

"It's not like a bunch of lecherous professors putting the moves on defenseless students," he said. "There are those, of course. But quite a few of these people say that at the time they said, 'I didn't see any problem with this. This was neat.' "

According to the study, only 3 per cent of the respondents reported that their graduate training had included "thorough" coverage of the ethical considerations in sexual involvement with instructors. About 88 per cent reported that there had been no such coverage at all.

The researchers recommended that the American Psychological Association strengthen its statement of ethical standards to elaborate on the "potential exploitation" inherent in such relationships.

'A Need for Housekeeping'

"Clearly there is a need for housekeeping by the profession," their report says. "This process could start by informing today's students (tomorrow's educators and professionals) of these critical issues, however discomforting it may be to acknowledge them."

As for the educators, Mr. Thorpe added: "It's their responsibility, before pursuing intimate relationships with students, to remove themselves from the educational relationship."

Mr. Thorpe noted that the survey group had included only women who had successfully completed graduate school. The results, he said, don't indicate whether—or how many—women left their studies because of intimate involvement with their instructors.

—SCOTT HELLER

TIAA Pensions Seen Threatened by Tax Bill

Continued from Page 1

pay would significantly reduce the amount of money available to retirees.

Participants in the T.I.A.A.-C.R.E.F. system would lose about one half of one per cent of their pension earnings each vear, he said.

"That may not sound like much," said Mr. MacDonald, "but when you realize that this amount is compounded over 30 years' time for some people, that means that some benefits would be reduced by 10 to 12 per cent."

A Million Participants

The average faculty member participates in T.I.A.A. and C.R.E.F. for 30 to 35 years, according to the American Association of University Professors.

Approximately one million people participate in T.I.A.A.-C.R.E.F. pension plans.

Many other aspects of the House bill would also restrict the retirement benefits available to college workers. For instance, college employees would be allowed to set aside no more than $7,000 annually through the type of tax-deferred annuity plans which are widely used in academe. The $7,000 would include money set aside through an individual retirement account.

Another section of the House bill would require colleges to demonstrate that they are offering comparably attractive pension arrangements to both faculty and non-faculty employees.

A recent study by the American Council on Education concluded that the cost of complying with that "non-discrimination" rule would increase the costs of providing pension benefits at some colleges by 20 to 50 per cent.

Further, if a college could not prove that it was providing comparable benefits to a broad range of employees, its workers might be required to begin paying taxes immediately on the contributions made to a tax-deferred plan, the study found.

Mr. MacDonald said the House's plan to tax T.I.A.A. and C.R.E.F. was unfair because virtually no other pension system is subject to taxation.

> **"This singles out the college and university pension system for unfair treatment."**

"This singles out the college and university pension system for unfair treatment," he said.

The House action was designed to tax non-profit companies that sell insurance, such as Blue Cross and Blue Shield.

The provision would tax both the insurance activities and the pension plans of T.I.A.A. and C.R.E.F., although House Ways and Means Committee aides said other elements of the bill would allow the companies to restructure their organization and thus escape the payment of taxes on the pension plans.

Mr. MacDonald said the restructuring that would be necessary to avoid taxation of the pension plans would be "formidable."

He said T.I.A.A. would be forced to eliminate its "guarantees" that participants will receive a specific amount of interest on their pension savings. Participants are now guaranteed at least 3 per cent in interest earnings, although the total interest—including dividends—has exceeded 10 per cent in recent years.

Company officials contend that the guarantees offer participants security in case a worsened economy or other factors reduce what T.I.A.A. can earn through their investments and thus reduce the money available for benefits.

Mr. MacDonald said loss of the security provided by the guarantee might lead many colleges to drop T.I.A.A. plans in favor of other arrangements.

He contended that this would lead to "fragmentation" of higher education's pension system that "would reduce faculty mobility and would be disruptive and costly to the colleges."

Although adamantly opposed to the taxation of the pension plans, Mr. MacDonald told the panel that T.I.A.A. and C.R.E.F. would not object to efforts to impose taxes on the income the companies earn by selling insurance.

Sen. Daniel P. Moynihan, Democrat of New York, said the House plan to tax T.I.A.A. and C.R.E.F. "makes no sense." The amount of money the federal government could earn by taxing the companies—estimated to be about $80-million annually—was not worth "wrecking one of the most stable pension plans there is. It's a fundamental mistake," he said.

Senator Moynihan criticized the House Ways and Means Committee for not holding public hearings on the issue of levying taxes on T.I.A.A.-C.R.E.F.

Chafee Deluged with Mail

Sen. John H. Chafee, Republican of Rhode Island, said he had been deluged with letters from college employees expressing concern that their retirement benefits would be taxed if T.I.A.A.-C.R.E.F. lost its tax exemption.

That is inaccurate, he said, because the tax would be levied on the companies and only indirectly affect people who participate in the T.I.A.A.-C.R.E.F. system. Senator Chafee said he would oppose the taxation of T.I.A.A.-C.R.E.F. because it would reduce the benefits available to college workers.

College Governing Boards

(STORY ON PAGE 23)

Characteristics of the boards

	Public institutions	Private institutions	All institutions
Number of governing boards	751	1,486	2,237
Multi-campus boards	154	33	187
Single-campus boards	597	1,453	2,050
Number of positions authorized for voting members	6,528	45,135	51,663
Number of members serving	6,481	41,513	47,994
Vacancies	47	3,622	3,669
Average number of members	8.6	27.9	21.5

Characteristics of their voting members

	Public institutions	Private institutions	All institutions
Sex:			
Men	76.9%	80.4%	79.9%
Women	23.1%	19.6%	20.1%
Age:			
Younger than 30	1.8%	2.1%	2.0%
30-39	10.8%	6.2%	6.8%
40-49	26.4%	19.9%	20.8%
50-59	32.8%	38.9%	38.1%
60-69	22.7%	24.3%	24.1%
70 and older	5.5%	8.6%	8.2%
Race:			
White	85.2%	90.9%	90.1%
Black	11.4%	5.5%	6.3%
Hispanic	2.7%	0.3%	0.6%
Other	0.7%	3.3%	3.0%
Primary occupation:			
Business:			
Executive, banking	9.0%	10.4%	10.2%
Executive, large corporation	10.5%	13.9%	13.5%
Executive, small business	14.8%	12.0%	12.4%
Other business position	2.0%	1.3%	1.4%
Clergy	1.0%	14.3%	12.5%
Education:			
College faculty member	0.9%	3.3%	2.9%
Higher-education officer	1.3%	3.5%	3.2%
Schoolteacher, administrator	5.9%	3.1%	3.4%
School-system administrator	0.4%	0.3%	0.3%
Full-time student	1.1%	0.9%	0.9%
Other educational position	0.3%	0.2%	0.2%
Farmer, rancher	4.4%	0.7%	1.2%
Government	3.3%	2.1%	3.3%
Health professions	8.6%	3.7%	4.4%
Homemaker	5.8%	4.8%	4.9%
Law	10.4%	5.9%	6.5%
Other	4.7%	7.8%	7.3%
Retired:			
Corporate, financial officer	2.7%	4.7%	4.4%
Educator	5.3%	1.2%	1.7%
Professional	2.1%	2.2%	2.2%
Other	1.8%	1.2%	1.3%
Education:			
High-school diploma	9.1%	3.7%	4.4%
Associate degree	5.0%	2.6%	2.9%
Bachelor's degree	38.8%	40.5%	40.2%
Master's degree	18.2%	23.5%	22.8%
Professional degree	21.8%	18.5%	18.9%
Doctorate	6.9%	11.2%	10.7%
Other characteristics:			
Alumnus of institution served	13.0%	31.0%	28.2%
Corporate board member	14.5%	28.5%	26.6%
Corporate president, chairman	11.3%	19.5%	18.4%
Member of another governing board	4.2%	10.4%	9.6%

Note: Based on survey responses from 215 single-campus boards and 157 multi-campus boards. Statistically adjusted to represent characteristics of 2,237 boards at 3,039 colleges and universities.

SOURCE: ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES

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News Summary

Articles on inside pages

Southern writers share a strong sense of the past and a richness of language, according to a new history of the region's literature. Story on Page 4.

Research reactors on 24 university campuses will be required within the next year to begin converting their facilities to a lower grade of fuel. Story on Page 8.

The Administration last week proposed to reduce the amount that universities may claim for the administrative costs of federally sponsored research. Story on Page 11.

Numerical goals for hiring women and members of minority groups are no longer required by the Equal Employment Opportunity Commission. Story on Page 18.

"Wellness" programs are helping universities boost their employees' morale and reduce their absenteeism. Story on Page 21.

A government policy limiting Soviet scientists' access to U.S. supercomputers is being held up by a debate over possible exceptions to the rule. Story on Page 25.

Epcot Center employs 55 students from 10 countries as part of the Walt Disney World Company's World Fellowship program. Story on Page 27.

Eighteen students at Dartmouth College were arrested after they refused to vacate a shanty that had been erected on the campus to protest apartheid. Story on Page 26.

Arab scholars in Israel have called for affirmative-action programs to increase their representation on the faculties of the country's seven universities. Story on Page 31.

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Texas Universities Accused of Failing to Use Aid Funds

AUSTIN, TEX.

Public colleges and universities in Texas have failed to distribute millions of dollars in tuition money set aside for needy students, and some institutions have accumulated large surpluses in accounts that have sat idle for years, state officials have charged.

College administrators say that vague standards determining who is eligible for the money and how it should be distributed have made it difficult for them to operate the program.

Texas institutions are required to set aside 15 per cent of their tuition receipts each year and then redistribute the money to "needy" students in the form of Texas Public Educational Grants. The law allows the institutions to determine which students are considered needy and how much money they should receive.

- **Black colleges** fear closures by financially strapped states. Story on Page 17.
- **Wisconsin governor** takes $32-million from higher education. Story on Page 13.

$50-Million More in Next 2 Years

Gov. Mark White has signed a bill that directs colleges and universities either to distribute most of the tuition money they have set aside, beginning this academic year, or to forfeit the funds. The provision is part of a law that tripled the cost of tuition at public institutions in the state this year. That increase is expected to pump $50-million into the grant program over the next two years.

State officials say it is not yet clear whether institutions are doing a better job of doling out the funds during the current academic year, since they will not report on their distribution of the grant money until summer.

State Rep. Albert Luna, a Houston Democrat, is drafting another bill to clarify

Continued on Page 12, Column 1

Congress Likely to Rebuff Reagan on Sweeping Cuts in Student Aid

Some reductions are inevitable, but the President's plan to lop $2-billion by 1987 'amazes' Democrats and Republicans

By ROBIN WILSON

WASHINGTON

Congress is likely to reject the cuts and modifications in student-assistance programs that President Reagan proposed in his fiscal 1987 budget—even with the fiscal belt-tightening directed by the new balanced-budget law.

Congressional aides acknowledged that "some sort of spending cuts" are in store for student-aid programs in the wake of the Gramm-Rudman-Hollings law. But they said Mr. Reagan's fiscal 1987 budget would go too far—cutting $2-billion from grants and loans and causing 1.36 million students to lose all federal aid by academic 1987-88.

Appropriations-committee aides to both Democrats and Republicans said they were "surprised" and "amazed" at the President's requests. And they said that—contrary to Administration claims—low-income, not just middle-income, students would be hurt by the proposals.

"The threat of budget cuts is more real than ever before," said a Senate Appropriations Committee staff member, "but there is a great deal of reluctance" to approve reductions that would affect so many students.

Under the President's budget, Congress would have to trim $635-million from what it originally appropriated for grants and loans for the current fiscal year. And it would have to cut an additional $1.4-billion for fiscal 1987.

- **Lobbyists** warn of a fierce budget fight and big losses of aid. Story on Page 11.
- **Tuition** will go up in the fall, but not as much as in recent years. Story on Page 2.

Subsidies would be reduced for lenders who make Guaranteed Student Loans, and students would have to pay most of the interest on their loans.

All students would pay more toward their college costs under a new needs analysis that the Administration proposed, and grant and work-study programs would be consolidated and their money reduced.

Extension Already Approved

Committee aides said it was unlikely that lawmakers would even consider the basic structural reforms the President wants.

Most of the Administration's proposals would require changes in the law. The budget includes many of the recommendations that the Administration plans to send to Congress soon in its formal plan for extending the Higher Education Act of 1965. But the full House and the Senate education subcommittee have already approved bills to extend the law, measures that basically would maintain the current structure

Continued on Page 15, Column 1

AWARDED $2.5-MILLION

WIDE WORLD

Jan Kemp, above with her mother, after she won her lawsuit against two officials of the U. of Georgia. See Page 29.

World Archaeology Group in Uproar over Barring South African Scholars

By DAVID WALKER

LONDON

A bitter conflict over whether South Africans should be allowed to attend the 1986 World Congress of Archaeologists has divided British scholars and raised concern that international academic cooperation in archaeology may be jeopardized.

The crisis came to a head last week when professors at Britain's University of Southampton decided to defy the International Union of Prehistoric and Protohistoric Scientists and bar South Africans from the conference, which had been scheduled for Southampton next summer.

The decision left the executive committee of the British delegation to the international union in disarray. Three of the committee's five members resigned to protest Southampton's action.

"The issue is not one of apartheid, which all civilized people must abhor and oppose, but of academic freedom and freedom of association," said Martin Biddle, a professor of archaeology at Oxford University and a sharp critic of the ban.

The international union, which comprises national archaeological bodies in 88 countries, agreed more than three years ago to hold the 1986 World Congress at Southampton. The congress is held every five years, and the Southampton meeting was to have been the first in Britain.

Last December, however, meeting organizers at the university announced that they intended to "disinvite" 26 South African archaeologists, several of whom are black.

The university had come under pressure from the local city council, which is controlled by the Labor Party, and from the students' union to bar the South Africans. Both the local chapter and the national of-

Continued on Page 32, Column 1

Foreign Study-Travel Plans Curbed by Fear of Terrorism

Recent acts of terrorism in Europe have caused the cancellation or postponement of many study-travel programs. See story on Page 20.

MARGINALIA

Michael Wilson, geology professor at the State University of New York College at Fredonia, was teaching his course on earthquakes the other day when the building began to shake. Sure enough, it was an earthquake—5.0 on the Richter scale.

•

The *Journal of Craniofacial Genetics and Developmental Biology* has published an article called "Evaluation of Chromosomal Damage in Males Exposed to Agent Orange and Their Families."

It's the kids' nagging that does it.

•

Job announcement from the office of the librarian at the University of California, Los Angeles:

"Library Assistant III . . .

"Application deadline: January 27, 1986

"Salary Range: $1577-$1873

"Work Schedule: 40 hours per day."

Sounds reasonable enough to us.

•

From "Things to Remember About Admission to the 11-month MBA Program," a flier issued by the University of Pittsburgh:

". . . Interviews are optional! Necessary if your academic credentials are week!"

Who'll be judging them?

•

From the *News Bulletin*, a faculty-staff newspaper at Michigan State University:

"Gardner teaches a course for incoming reporters and editors, and critiques the paper daily by marking it with red ink and hanging it on the newsroom bulletin board. . . .

"Her consultancy also includes a yearly report on the paper's progress (or lack thereof). She says she doesn't softpeddle there, either."

With newspaper reporters, there's nothing like the old hard sell.

•

From *Adult and Continuing Education Today*:

"The purpose of these awards is to establish humanities programs for non-traditional leaners. . . ."

They're people with a strange slant on life?

•

From the *Daily Astorian*, a newspaper in Oregon:

"Former Astorians Arthur and B. Gale Hubbell of Sandy announce the engagement of their daughter, Kris Dee Hubbell, Sandy, to Everett Earl Fruehling of Salem. He is the son of Dr. Royal and Aurora Fruehling of Honolulu. . . .

"The couple will leave for Tokyo after their Feb. 22 wedding, where they will teach English."

Parsing a sentence as they march down the aisle? —C.G.

In Brief

Central Michigan U. Faculty Seeks Dismissal of Trustees

Central Michigan University's academic senate last week voted to ask Gov. James J. Blanchard to seek the resignations of the institution's eight trustees, after they rejected five presidential finalists named by a search committee and gave the job to the interim president.

Arthur E. Ellis, who had served as vice-president for public affairs at the university since 1970, was named to succeed Harold Abel, who stepped down in July. Mr. Ellis had been interim president since then.

"We as a committee never had a full discussion with the full board of trustees about the candidates that we selected as finalists in our search," said Eric Johnson, a professor of history and member of the committee. "And we are disappointed that the board decided alone to abort the search."

Raymond LaBounty, chairman of the board, said the finalists "were excellent candidates with strong professional qualifications. At the point of decision, however, it was the unanimous conclusion of the board that the university would be best served if we could persuade Mr. Ellis to continue as president."

Wyoming Faculty Poll Hits President, Trustees

More than half the faculty members responding to a poll at the University of Wyoming have expressed a lack of confidence in President Donald Veal, the board of trustees, and the state legislature.

According to the poll, conducted by the Faculty Association, faculty members believe the university administration lacks direction.

Faculty criticism has centered on the fact that President Veal asked the legislature this year for only a 5-per-cent increase in faculty salaries, while the faculty senate had sought an 11-per-cent increase. At the same time, the university administration requested funds for several new building projects.

San Diego State Fraternity Is Expelled for 5 Years

San Diego State University has expelled the Pi Kappa Alpha fraternity from its campus for at least five years. Members of the fraternity were found guilty of a series of offenses during a party at which a female student said she was raped.

A five-member university panel concluded that the fraternity had engaged in physical abuse; lewd, indecent, and obscene behavior; hazing; alcohol violations; and "obstructing the university's disciplinary process by intentionally destroying evidence related to the incident."

Thirty fraternity members also were charged with violations of the student-conduct code, which could result in suspensions or expulsions.

The Delta Gamma sorority, a co-sponsor of the party, was found guilty of violating state alcohol laws and was placed on disciplinary probation.

A spokesman for the fraternity denied that the female student had been raped and said the organization would appeal the penalties through university administrative channels.

2nd Suit Filed in Fire on Pepperdine U. Property

A second damage suit has been filed against Pepperdine University involving the maintenance of property it owns near the Baldwin Hills section of Los Angeles where three people were killed and 66 homes destroyed in a brush fire last July.

In the new lawsuit, Fireman's Fund Insurance Company is seeking $1.2-million for damage claims it and two subsidiaries face from the fire. Residents whose homes were destroyed in the fire earlier sued Pepperdine for unspecified damages.

The university was accused in both suits of failing to clear brush from a 21-acre site it owns and therefore exposing nearby homes to a fire hazard.

Montana Law Students Seek Change in Bar Examination

Law students at the University of Montana have filed a petition asking the state Supreme Court to eliminate the multi-state bar examination as a requirement for practicing law in Montana. Until 1984, graduates of the law school were not required to take any exam, but now all prospective lawyers must take both the multi-state test—consisting of 200 multiple-choice questions—and an essay test covering Montana law.

In its petition, the students "contend that a Montana Bar Ex-

College Costs Expected to Continue Rising, but 'Modestly'

By JEAN EVANGELAUF

Tuition charges are expected to rise 7 per cent in 1986-87, and room and board, books, and other student expenses will go up 5 per cent, the American Council on Education reported last week.

"The bad news is that the costs will continue to rise," said Elaine El-Khawas, the council's vice-president for research and policy analysis. "But the good news is that they will rise only modestly over inflation. The days of sky-rocketing costs are over."

Colleges must hike their costs to pay for faculty salary increases, student financial aid, new equipment, and state-ordered efforts to improve quality, she said.

According to the council's estimates, the total average cost of attending a public institution in 1986-87 will jump 5.4 per cent, to $5,579, while the cost of a year at a private college will rise 6.1 per cent, to $11,113.

In 1987-88 and 1988-89, the council predicted, tuition costs will rise 6 per cent annually at public institutions and 7 per cent at private ones. In each year, other student costs are expected to rise 5 per cent.

State of the Economy Helps

Costs will slow from the 7- to 11-per-cent increases of the last several years because of improvements in the economy, according to Cathy Henderson, a consultant who prepared the cost report.

Federal-government figures indicate that inflation will be no higher than 4.5 per cent in each of the next three years, and that the unemployment rate will drop slightly, to 6.6 per cent.

The low rate of inflation is the key to the slowdown in college costs, Ms. Henderson said.

She warned that the charges could rise faster if the inflation or unemployment rate rose more than predicted, or if federal student aid was cut significantly.

The need to restore the purchasing power that faculty members lost when their pay was held down in the 1970's is particularly pressing, according to Ms. El-Khawas, and she said it was the most important reason that tuition increases will continue to outpace inflation.

"Those losses in real salary show up dramatically in morale," she said. "It's critical to colleges that their faculty care about their institutions and care about their work."

Faculty salaries, which typically account for half or more of college's budget, will have to rise at least one percentage point above the inflation rate for several years to regain past losses, she said.

Private colleges will need to raise tuition in order to continue to "recycle" money to low- and middle-income students who are unable to meet their costs because of cuts in federal aid, Ms. El-Khawas said.

In many states, public-college tuition is expected to increase because policymakers have decided that, in lieu of tax increases, students should pay a larger share of college costs.

In a growing number of states, legislators are asking colleges to improve their research facilities to help promote economic development, the report noted.

Both public and private colleges will be spending more for computers to improve instruction and campus administration, Ms. El-Khawas said. "It's becoming imperative to computerize," she said. "It's hard to find the money to do it, but they must."

Copies of the report, "Forecasting College Costs Through 1988-89," are available free of charge from the American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, Washington 20036-1193. Requests should be accompanied by a self-addressed mailing label.

Average Costs of Attending College, 1980-81 to 1988-89

	Actual				Estimated		Projected		
	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
Tuition and fees									
Public	$ 636	$ 713	$ 805	$ 895	$ 967	$1,044	$1,117	$1,184	$1,255
1-year increase	8.5%	12.1%	12.9%	11.2%	8.0%	8.0%	7.0%	6.0%	6.0%
Private	$3,466	$3,935	$4,428	$4,847	$5,283	$5,706	$6,105	$6,533	$6,990
1-year increase	12.2%	13.5%	12.5%	9.5%	9.0%	8.0%	7.0%	7.0%	7.0%
Room, board, and other costs									
Public	$2,967	$3,287	$3,566	$3,771	$4,004	$4,250	$4,462	$4,686	$4,920
1-year increase	9.9%	10.8%	8.5%	5.7%	6.2%	6.1%	5.0%	5.0%	5.0%
Private	$3,199	$3,552	$3,901	$4,164	$4,456	$4,770	$5,008	$5,258	$5,521
1-year increase	10.3%	11.0%	9.8%	6.7%	7.0%	7.0%	5.0%	5.0%	5.0%
Total costs									
Public	$3,603	$4,000	$4,371	$4,666	$4,971	$5,294	$5,579	$5,870	$6,175
1-year increase	9.7%	11.0%	9.3%	6.7%	6.5%	6.5%	5.4%	5.2%	5.2%
Private	$6,665	$7,487	$8,329	$9,011	$9,739	$10,476	$11,113	$11,791	$12,511
1-year increase	11.3%	12.3%	11.2%	8.2%	8.1%	7.6%	6.1%	6.1%	6.1%
Consumer Price Index									
1-year increase	11.6%	8.7%	4.3%	3.7%	4.3%	3.7%	4.5%	4.4%	4.2%

CHRONICLE TABLE BASED ON DATA FROM THE AMERICAN COUNCIL ON EDUCATION

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amination consisting entirely of essay questions would be better suited to the goals of insuring that only legally competent attorneys practice in the state of Montana." The Supreme Court has asked the Board of Bar Examiners, the law school, the Attorney General, and other interested parties to respond to the petition.

Suspended Law Student Sues U. of Alabama

A second-year law student at the University of Alabama has sued the university for $1-million, claiming he was wrongfully suspended from classes.

James Butler, Jr., filed suit in federal court in Birmingham, contending he had been deprived of his constitutional rights of equal protection and due process under the law.

Mr. Butler was suspended last fall after the law school's student honor court found him guilty of falsely marking a class roll to show he had attended two previous class meetings, an Alabama spokesman said.

In the suit, Mr. Butler claims the honor court is not authorized to investigate complaints of academic misconduct and also says he was singled out for punishment by the court.

The federal court has denied Mr. Butler's petition for a temporary restraining order that would have allowed him to return to classes until his suit is settled, the spokesman said.

Holocaust Survivor Wins $5.25-Million in Damages

A $5.25-million judgment has been awarded to a survivor of Nazi concentration camps against a leader of the Institute for Historical Review of Torrance, Cal., which had claimed the Holocaust was a hoax.

A superior court jury in Los Angeles made the award to Mel Mermelstein after finding that he had been libeled and caused severe emotional distress by Ditlieb Felderer, a member of the editorial advisory committee of the institute.

Mr. Mermelstein, a businessman, received a $100,000 settlement last year in a $17-million suit against the Legion for Survival of Freedom, the institute's parent organization. Mr. Felderer, a Swedish citizen, was not a party to that settlement, a lawyer for Mr. Mermelstein said.

Community-College District Offers Guaranteed Transfers

A California community-college district has started offering written guarantees to students that they will be accepted at three area universities if they complete prescribed transfer courses.

David Mertes, chancellor of the three-college Los Rios district, said that under the transfer-guarantee policy, students would be assured of admission to California State University at Sacramento, the University of California at Davis, or the University of the Pacific.

The guarantee is designed to remove the anxiety that students may experience over whether their course of study will enable them to transfer to four-year colleges, a district spokesman said. It also is aimed at subjecting the community colleges to greater accountability for the effectiveness of their transfer programs, she added.

Student Senate Votes Money to Extend Library's Hours

The student senate at the University of Texas at Dallas has appropriated $32,000 from its activities fund to keep the university library open an extra 27 hours each week.

The library's schedule of 70 hours a week had been a source of irritation for some time at the university, which enrolls large numbers of night students, a university spokesman said. Under the plan approved by the senate, the library will open an hour earlier each day and will remain open until midnight Sundays through Thursdays, instead of closing at 7 on Sunday and at 9:30 Monday through Thursday.

The plan, which will be put into effect as soon as the library can hire and train additional staff members, was first suggested in a student's question to the university president during a student forum, the spokesman said.

Educational Testing Service Suspends Program in Libya

The Educational Testing Service has suspended its examination program in Libya as a result of President Reagan's directive banning American ties with that country.

Last year about 190 people in Libya took E.T.S. exams, including the Test of English as a Foreign Language, the Scholastic Aptitude Test, and the Graduate Record Examinations. An E.T.S. spokesman said that candidates who had already registered for tests this year would receive automatic refunds and had been told that they may register for the exams in a country other than Libya.

The spokesman said the suspension would remain in effect until E.T.S. evaluated the effect of the loss of American supervisors of the program and clarify the U.S. government's position on payment, in American currency, to Libyan nationals who may serve as supervisors.

E.T.S. administers some seven million tests a year to students in 140 countries.

Corrections

► A table on state student-aid programs (*The Chronicle*, February 5) incorrectly reported the amount that Tennessee is expected to spend on need-based assistance to undergraduates this year. The state is expected to provide $12.08-million.

► A story on President Reagan's fiscal 1987 budget (*The Chronicle*, February 12) stated that it would eliminate all the Education Department's financial-aid programs for graduate students. The plan would eliminate funds for all special-purpose graduate fellowships, but graduate students would still be eligible for Guaranteed Student Loans and National Direct Student Loans.

Preservationists Get a Last-Minute Injunction, Halt Demolition of 1905 Building at Cornell U.

ITHACA, N.Y.

The City of Ithaca and a local historic-preservation group rushed to court last week to obtain injunctions halting the demolition of an 80-year-old Beaux-Arts building on the agriculture-college quadrangle at Cornell University.

About 10 per cent of the building's mass and 20 per cent of its façade were destroyed during the four hours between the beginning of demolition work and the issuance of dual injunctions to halt it, said Barbara E. Ebert, executive director of Historic Ithaca, the preservation group.

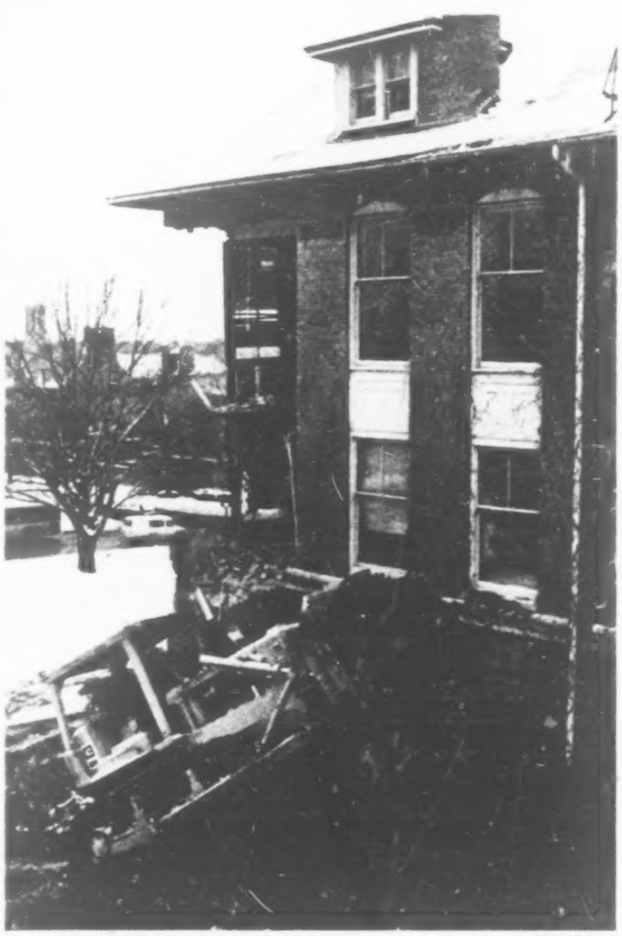
The demolition was ordered by the State University of New York Construction Fund, which owns the building, Stone Hall, and which plans to replace it with a new structure, Academic I. Cornell manages the agriculture college—known in full as the New York State College of Agriculture and Life Sciences—for the state under the terms of the 1862 law that established land-grant colleges.

The construction fund also plans to raze the two other buildings that, with Stone Hall, make up the south side of the historic agriculture quadrangle. The three buildings, all in the Beaux-Arts style, date from the same period.

Ms. Ebert charged that the university, anticipating her organization's efforts to prevent the demolition, had been "very definitely in a hurry to get the building down" before the court papers could be filed.

"The demolition contractor didn't even take the precaution of fencing off the area" before beginning work, Ms. Ebert said, adding that the crew's members had tried "to do as much damage as they could" as quickly as possible.

At one point, she said, Historic Ithaca members stood in the path of the work crew's bulldozers to prevent the building from being razed entirely before the lawyers succeeded in winning injunctions.



DREW PERINE

Demolition had already begun on 80-year-old Stone Hall on Cornell U.'s campus when the city of Ithaca and preservationists obtained a court order to prevent its razing.

Added to National Register

The 1905 building was one of seven on Cornell's campus that were added to the National Register of Historic Places in September 1985, Ms. Ebert said. It is also on state and city landmark registers.

Stone Hall was designed by George Heins, the state's architect at the time. He incorporated classical and Renaissance elements into the brick and stone structure, and embellished it with terra cotta and limestone decorations. The building, which originally housed the university's agronomy department, was named for an early Cornell agriculture professor.

Until last summer, a university spokesman said, the building housed Cornell's education department. "It's really a question of whether an 80-year-old facility could have been renovated to accommodate new technologies and modern uses," said the spokesman, David Stewart. "Stone Hall would have been very difficult and expensive to renovate."

Mr. Stewart said that, overall, Academic I would not be larger than the buildings it is to replace—Stone Hall, Roberts Hall, and East Roberts—but he said that, in the new structure, "you end up with much more usable space."

He added that the city and Historic Ithaca had "had several months to go to court" but had delayed in doing so. On February 3, he said, the construction fund signed a demolition contract that required work to begin within 10 days. The crew arrived seven days later.

Ms. Ebert said she had been told by construction-fund officials that demolition could not begin until the middle of the month, and that she had passed that information on to her organization's lawyers.

In court, she said, Historic Ithaca and the city will argue that the state's Office of Historic Preservation, which approved the demolition, did not fulfill its mandate to explore "to the fullest extent practicable" alternatives that would prevent destruction of the building.

Mr. Stewart noted that plans to raze Stone Hall and its neighbors had been the subject of controversy for some time, particularly after the unveiling of the first set of plans for Academic I. The plans, which were widely criticized on the campus, showed an 11-story building that would have closed off the west end of the agriculture quadrangle.

Current plans for Academic I call for a four-story building that has provoked fewer complaints, he said. —LAWRENCE BIEMILLER

U.S. Seeks to Cap Reimbursements for Research Costs

Continued from Page 11

30 days to comment on the proposal before it took effect. Many university officials complained that that was too little time for the agency to consider modifying the rule, which would revise the O.M.B.'s Circular A-21.

The proposal to set specific limits on the amount universities can be reimbursed for administrative activities is the most stringent recommendation the Reagan Administration has made to try to control the rapidly increasing costs of conducting research.

Over the past five years, universities have received an average of 26 per cent of the total cost of their research grants to help pay for the general administrative costs. That includes the salaries of officials, services for students working on research projects, departmental administration, and the costs of creating special units to administer federal research projects.

Half of Universities Would Lose

Although the proposed cap is 26 per cent—the same as the present average—it would cause about half the universities to receive less than in the past, university officials said. Institutions with lower rates would be prohibited from increasing them this year.

The administrative payments—plus additional reimbursements for the use and maintenance of laboratories, buildings, scientific equipment, and libraries—cost federal agencies about $1.7-billion in fiscal 1984.

That is about 46 per cent of the $3.7-billion the government spent that year on university research, the O.M.B. said.

The office estimated that its proposal to limit reimbursement for administrative costs would save the government $100-million in fiscal 1987 and more than $200-million the following year.

"A fixed rate for administrative costs will go a long way towards solving the problem of rising indirect costs and at the same time reduce paperwork for the institutions," the O.M.B. said in its proposal. "It will reform and simplify the indirect cost process and eliminate the need for complex reporting to support charges" for administrative costs, the agency added.

Accounting Is Called Difficult

Since 1966, universities have negotiated with federal agencies to determine the percentage that an institution may charge for the indirect costs of carrying out research projects.

The O.M.B. proposal said the administrative costs were difficult for universities to account for in detail. The proposal would allow them to negotiate with their sponsoring agencies for rates of reimbursement for the other indirect costs that can be more easily determined, such as the operation of facilities.

Private universities that cannot depend on a state to share some of the indirect costs, and institutions with medical schools that must bear the paperwork costs of complying with additional health and animal-welfare rules, would be hit hardest by the proposal.

Many university officials complained that the O.M.B. was ignoring the diversity of institutions and forcing many of them to pay from their own pockets for the costs of conducting federally sponsored research.

"What they're trying to do is to buy research on the cheap," said Carol R. Scheman, director of federal relations for health and biomedical research at the Association of American Universities. "The change would be disastrous."

Capping the reimbursement rate was recommended by the White House Office of Science and Technology Policy last year. But university officials noted that the director of the office at that time, George A. Keyworth, II, had assured them that federal agencies would continue their policy of covering all the costs of the research they sponsored.

A panel of the White House Science Council studying ways to strengthen the health of American research universities also recommended recently that administrative costs be fixed.

But it warned that making such a change without greater allowances for the depreciation of research facilities, buildings, and equipment—and without dropping another requirement that researchers complete "effort reports" documenting the time they spend on federally sponsored research—"could result in significant damage to the academic enterprise."

Ms. Scheman said the O.M.B. had not only failed to accompany its proposal with others that might be beneficial to universities, but also had effectively prevented university officials from changing the final outcome of its proposed new rules. She complained that the budget office had "forged ahead" without consulting university representatives. She said 30 days for public comment before making the proposal final provided too little time for the O.M.B. to consider any changes.

However, Jonathan Bruel, the management analyst for the budget office who drafted the proposed rule, said he believed the time was adequate for his office to consider public comments.

FACT-FILE

U.S. Funds for Colleges and Universities

The top 100 institutions in total federal obligations for fiscal 1984

WASHINGTON

One hundred universities accounted for 63 per cent of the $10.1-billion that federal agencies "obligated" to institutions of higher education in fiscal 1984, the National Science Foundation reported last week.

Federal obligations are funds set aside for payment. Institutions do not always receive them during the year in which they were obligated.

About 56 per cent of the funds went for research and development. The leading sponsors were the Department of Health and Human Services, with nearly $2.7 billion in obligations, and the Department of Defense, with $1-billion. Student financial aid accounted for most of the rest of the federal funds.

Total federal obligations increased 8 per cent over the 1983 level.

	Research and development[1]		Total federal obligations[1]	
	Amount	Rank	Amount	Rank
Johns Hopkins U.[2]	$467,050,000	1	$483,149,000	1
Massachusetts Institute of Technology	178,706,000[3]	2	195,255,000	2
Howard U.[4]	8,807,000	128	180,733,000	3
Stanford U.	160,274,000[3]	3	179,149,000	4
U. of Washington	136,803,000	4	171,963,000	5
Cornell U.	105,338,000[3]	7	132,886,000	6
U. of California, Los Angeles	110,057,000	6	132,382,000	7
Columbia U., Main Division	110,089,000	5	129,054,000	8
U. of Wisconsin, Madison	99,831,000	9	122,577,000	9
Harvard U.	98,972,000	10	120,891,000	10
Yale U.	97,905,000	11	118,641,000	11
U. of California, San Diego	104,083,000	8	116,587,000	12
U. of Michigan	95,307,000	12	116,566,000	13
U. of Pennsylvania	94,154,000	13	114,865,000	14
U. of Minnesota	72,494,000	17	106,239,000	15
U. of California, Berkeley	85,852,000[3]	14	104,518,000	16
Pennsylvania State U.[5]	64,372,000	20	100,189,000	17
U. of California, San Francisco	85,449,000	15	97,959,000	18
U. of Southern California	79,617,000	16	97,476,000	19
U. of Illinois, Urbana-Champaign	68,911,000	18	84,873,000	20
U. of Colorado	62,708,000	21	80,075,000	21
Ohio State U.	48,339,000	32	79,524,000	22
U. of Chicago	68,703,000[3]	19	79,112,000	23
Duke U.	62,074,000	23	72,234,000	24
Washington U.	61,341,000	24	71,421,000	25
U. of Rochester	60,157,000	25	70,238,000	26
New York U.	55,028,000	26	69,904,000	27
U. of Texas, Austin	62,316,000	22	69,028,000	28
Michigan State U.	41,205,000	38	68,541,000	29
Purdue U.	41,892,000	37	65,750,000	30
U. of Pittsburgh	50,557,000	28	65,019,000	31
U. of Florida	40,847,000	39	64,490,000	32
U. of North Carolina, Chapel Hill	48,491,000	30	64,344,000	33
U. of Iowa	48,378,000	31	61,244,000	34
Indiana U.	35,123,000	49	60,298,000	35
Yeshiva U.	53,077,000	27	60,096,000	36
U. of Arizona	43,380,000	35	59,849,000	37
Gallaudet C.[4]	2,492,000	195	57,378,000	38
U. of Utah	45,427,000	33	56,451,000	39
Northwestern U.	42,864,000	36	54,960,000	40
Texas A&M U.	$31,072,000	52	$54,488,000	41
Boston U.	39,306,000	42	53,038,000	42
California Institute of Technology	48,589,000[3]	29	51,893,000	43
U. of Maryland, College Park	38,260,000	44	51,517,000	44
Case Western Reserve U.	43,931,000	34	51,442,000	45
Inter American U. of Puerto Rico, San German	0	—	51,348,000	46
U. of Alabama, Birmingham	37,839,000	45	50,131,000	47
Oregon State U.	37,499,000	47	49,249,000	48
U. of California, Davis	37,586,000	46	47,593,000	49
Georgia Institute of Technology	38,460,000	43	47,356,000	50
U. of New Mexico	33,842,000	50	45,055,000	51
Baylor C. of Medicine	39,340,000	41	42,454,000	52
Louisiana State U.	25,944,000	64	42,092,000	53
Rutgers U.	23,827,000	68	42,092,000	54
Vanderbilt U.	35,338,000	48	41,307,000	55
Woods Hole Oceanographic Institute	39,705,000	40	41,182,000	56
North Carolina State U.	22,639,000	72	40,740,000	57
New Mexico State U.	26,660,000	63	39,901,000	58
U. of Georgia	23,165,000	70	39,723,000	59
U. of Kentucky	16,268,000	88	39,429,000	60
U. of Miami	27,880,000	59	39,423,000	61
U. of Virginia	30,279,000	53	39,256,000	62
U. of Texas Health Science Center, Dallas	32,949,000	51	38,425,000	63
U. of Connecticut	28,060,000	57	38,136,000	64
U. of Cincinnati	23,860,000	67	37,599,000	65
U. of Missouri, Columbia	17,810,000	83	35,263,000	66
Princeton U.	28,783,000[3]	56	34,503,000	67
Colorado State U.	25,002,000	65	34,473,000	68
State U. of New York, Stony Brook	29,770,000	54	34,340,000	69
U. of Illinois, Chicago Medical Center	22,531,000	73	34,275,000	70
Virginia Poly. Inst. & State U.	21,214,000	75	34,107,000	71
U. of California, Irvine	26,798,000	61	34,000,000	72
Carnagie Mellon U.	27,650,000[3]	60	33,786,000	73
U. of Tennessee, Knoxville	14,949,000	94	33,193,000	74
Rochester Inst. of Technology	1,575,000	220	33,173,000	75
Tufts U.	27,995,000	58	31,568,000	76
Rockefeller U.	29,484,000	55	31,549,000	77
Iowa State U.	13,384,000[3]	100	31,030,000	78
U. of Hawaii, Manoa	23,925,000	66	30,748,000	79
Emory U.	23,621,000	69	29,951,000	80
Virginia Commonwealth U.	21,684,000	74	29,798,000	81
City U. of New York, Mount Sinai School of Medicine	26,796,000	62	29,331,000	82
Temple U.	17,281,000	86	29,296,000	83
Brown U.	22,996,000	71	28,134,000	84
Washington State U.	16,772,000	87	27,364,000	85
U. of Vermont	18,249,000	81	27,264,000	86
Utah State U.	17,416,000	85	26,867,000	87
Puerto Rico Jr. College	0	—	26,728,000	88
U. of Oregon, Main Campus	12,083,000	103	26,587,000	89
U. of Kansas	15,869,000	90	26,342,000	90
U. of Massachusetts, Amherst	19,563,000	77	25,880,000	91
Wayne State U.	14,282,000	99	25,297,000	92
U. of California, Santa Barbara	18,738,000	79	24,874,000	93
Kansas State U.	8,895,000	127	24,248,000	94
U. of Maryland, Baltimore Professional Schools	19,943,000	76	23,861,000	95
Tuskegee U.	3,021,000	182	23,242,000	96
U. of Nebraska, Lincoln	9,605,000	120	23,230,000	97
State U. of New York, Buffalo	19,270,000	78	23,069,000	98
West Virginia U.	10,120,000	115	22,984,000	99
Georgetown U.	14,463,000	97	22,859,000	100
Total, 100 institutions	**$4,723,025,000**		**$6,363,991,000**	
Total, all institutions	**$5,622,768,000**		**$10,103,067,000**	

SOURCE: NATIONAL SCIENCE FOUNDATION

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[1] Amounts shown represent total obligations from 15 federal agencies that accounted for about 95 per cent of all federal obligations to universities and colleges in the United States and for virtually all federal obligations to such institutions for research and development. Amounts shown represent awards to individual institutions. Awards to the administrative offices of university systems are excluded from institutional totals because final allocation of funds is unknown, but are included in "Total, all institutions."

[2] Data for Johns Hopkins U. include $353-million obligated to the Applied Physics Laboratory, considered a federally financed research-and-development center until fiscal 1978.

[3] Does not include research and development obligations to university-administered federally financed research-and-development centers.

[4] Howard U. and Gallaudet C. receive substantial appropriations from Congress each year for general operating expenses.

[5] Data for Pennsylvania State University include $14-million obligated to the Applied Research Laboratory, considered a federally funded research-and-development center until fiscal 1978.

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News Summary

A 6-month index to The Chronicle begins on Page 89.

Articles on inside pages

New issues have changed the nature of the civil-rights movement, scholars say. Story on Page 6.

President Reagan's proposal to end the benefits of the New GI Bill has met resistance in Congress. Story on Page 14.

Public colleges in Louisiana are facing criticism of their programs and governance. Story on Page 14.

The Education Department has released its controversial annual "wall chart" of state education statistics. Story on Page 34.

A plan to close the University of Toronto's architecture school has stunned faculty members and students. Story on Page 37.

Philippine students staged a rally (*below*) in Manila to protest American support for President Ferdinand Marcos. Story on Page 37.

Yankees GO HOME
TAKE YOUR TRANSNATIONAL CORPORATIONS BASES ... WITH YOU
UP LAW

WIDE WORLD

ALSO IN THIS ISSUE

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'A STEP FORWARD'

CIA Eases Stand on Research Role; Scholars Cautiously Welcome Shifts

By ANGUS PAUL

The Central Intelligence Agency has made changes in its policies that could result in fewer scholars' having to submit manuscripts for prepublication review and in more scholars' being able to acknowledge publicly the agency's role in their work.

"We have decided that our interest in obtaining the cooperation of this country's scholars and allaying the misunderstandings and suspicions that have grown out of our earlier approach warrants at least some change in our policy," Robert M. Gates, the C.I.A.'s deputy director for intelligence, said in a panel discussion at Harvard University's John F. Kennedy School of Government.

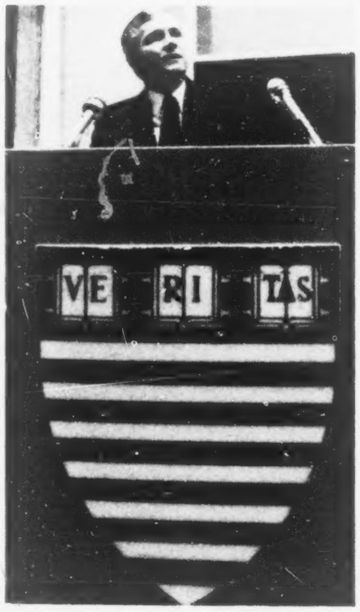
"Accordingly, C.I.A. will henceforth permit acknowledgment of our funding of research that is later independently published by a scholar unless (1) the scholar requests privacy or (2) we determine that formal, public association of C.I.A. with a specific topic or subject would prove damaging to the United States."

The text of Robert Gates's statement on the Central Intelligence Agency's relations with academe begins on Page 26.

Scholars generally welcomed the shift but emphasized that it did not eliminate potential conflicts between academic freedom and C.I.A.-supported research.

The revisions constitute "a step forward," John Shattuck, vice-president for government, community, and public affairs at Harvard, said in an inter-

Continued on Page 26, Column 1



OE WRINN

CIA's Robert M. Gates at Harvard: "The university cannot prosper and protect freedom of inquiry oblivious to the fortunes of the nation."

Faculty-Salary Systems Are Strained as Colleges Try to Hire and Retain Professors in Competitive Fields

By SCOTT HELLER

University efforts to hire and keep professors in highly competitive fields have brought change—and strain—to faculty salary systems nationwide.

Some institutions are developing new wage scales, similar to those used for medical and law faculties, for professors in business, engineering, and other fields where people are in great demand.

Other institutions, while not establishing formal scales, are directing more money to fewer people, aiming salary funds at departments where professors' wages are falling drastically behind those of their peers elsewhere.

Even unionized campuses, which have traditionally adhered to across-the-board pay schedules, are beginning to include provisions for differential salaries in their collective-bargaining agreements.

Private institutions typically exercise flexibility in paying differential faculty salaries. But at state universities bound by legislative allocations, administrators find themselves walking a fiscal tightrope, trying to pay their marketable professors competitive salaries without alienating those in the office next door.

Deficit Act Is Seen Bringing Campus Layoffs, Lawsuits

Colleges may face lawsuits charging age discrimination following layoffs likely to result from the Gramm-Rudman-Hollings deficit-reduction law, experts say. Story on Page 23.

Battles in Indiana, Washington

Sometimes the tightrope snaps. In recent months, conflict has flared at the University of Washington and at Indiana University at Bloomington, where faculty members have vigorously protested the allocation of money for raises.

Administrators at both campuses distributed most of that money to depart-

Continued on Page 24, Column 1

Governance, Shanties, and Controversial President Divide Dartmouth College

By LAWRENCE BIEMILLER

HANOVER, N.H.

Back in 1963, when Martin Luther King, Jr., gave his "I have a dream" speech and the Beach Boys released "Surfin' U.S.A.," when American military involvement in Vietnam was new and NASA sent Gordon Cooper into earth orbit for 34 hours atop a Mercury rocket, Maurice Sendak published a children's book called *Where the Wild Things Are*. It is about a boy named Max, who sails from his bedroom to the place where the wild things are, and then conquers them and becomes their king.

Now some of the children to whom it was read as a bedtime story in the mid-1960's have grown up to carve an enormous wild thing out of snow on Dartmouth College's green, and this month it served as the centerpiece for the college's annual Winter Carnival. The carnival's theme was a line from Mr. Sendak's book: " 'And now,' cried Max, 'let the wild rumpus start!' "

By the time the wild thing appeared on the green, however, the rumpus at Dartmouth was already well under way.

Some date its beginning to January 21, when a small band of right-wing students took sledgehammers to five plywood shanties that students protesting apartheid in South Africa had erected on the green in November. Others say it began December 17, when an *ad hoc* faculty committee on governance released a report critical of the trustees and of President David T. McLaughlin.

Still others argue that it began last March, when Mr. McLaughlin and the trustees brought the Reserve Officer Training Corps back to Dartmouth over the vehement protests of a faculty that had voted in 1969 to terminate it. And some even go so far as to say it began in 1972, when the college admitted women, or in the late 1960's, when Dartmouth responded to the civil-rights movement by beginning an extraordinarily successful effort to recruit black and American Indian students—and when it started to abandon, however slowly, some of the traditions of the white, male, upper-class institution

Continued on Page 30, Column 1

Ways & Means

When the president of the University of Northern Iowa, Constantine W. Curris, spoke before the Iowa Legislature's Joint Subcommittee on Educational Appropriations recently, he didn't have to worry about keeping the lawmakers' attention. He was carrying a sledgehammer.

A university spokesman said Mr. Curris had been given the sledgehammer by faculty members the previous week. The professors wanted to be sure that the legislators recognized the seriousness of Mr. Curris' request for additional state financing, the spokesman said, adding that the sledgehammer was intended as a device to gain attention, not to punish recalcitrant legislators.

•

Members of the House Education and Labor Committee have recommended that Congress provide at least $7-billion more than the $32-billion President Reagan wants to spend on education and labor programs in fiscal 1987.

"The nation cannot continue to slight education, job training, and social services directed to the poor and working poor merely to achieve arbitrary . . . deficit targets," says the committee's plan, which was sent to the House Budget Committee for consideration when it drafts a budget resolution for the coming fiscal year.

Republicans on the panel had no alternative, but they said they opposed the recommendation. Rep. James W. Jeffords, the education committee's ranking minority member, said that requesting such a large increase "is simply not a defensible or responsible position."

•

It's no secret that relations between the nation's major teachers' unions and the Reagan Administration have long been strained.

In his State of the Union Address last month, for instance, the President made a point of saying that "it wasn't government and Washington lobbies that turned education around." And union leaders have been quick to attack the President's fiscal 1987 budget proposal, which calls for deep cuts in education spending.

That's why many Washington education lobbyists have been chuckling about the Education Department's decision to move its research division into extra space at the Washington headquarters of the American Federation of Teachers (A.F.L.-C.I.O.).

The A.F.T., which owns its office building, submitted the most attractive bid in a competition for the agency's rental contract, according to the General Services Administration.

The research branch, formally known as the Office of Educational Research and Improvement, now is located in a Northwest Washington office building. But the lease there has expired, and the offices must soon be moved.

Government & Politics

Congress Balks at President's Plan to End GI Bill

Reagan calls the program too expensive; defenders say it hasn't had a chance

By CHERYL M. FIELDS

WASHINGTON

In slick television and print advertisements, young people have been urged since last summer to "Be All You Can Be." But in President Reagan's budget for fiscal 1987, Congress was urged to scrap the program the ads were heralding.

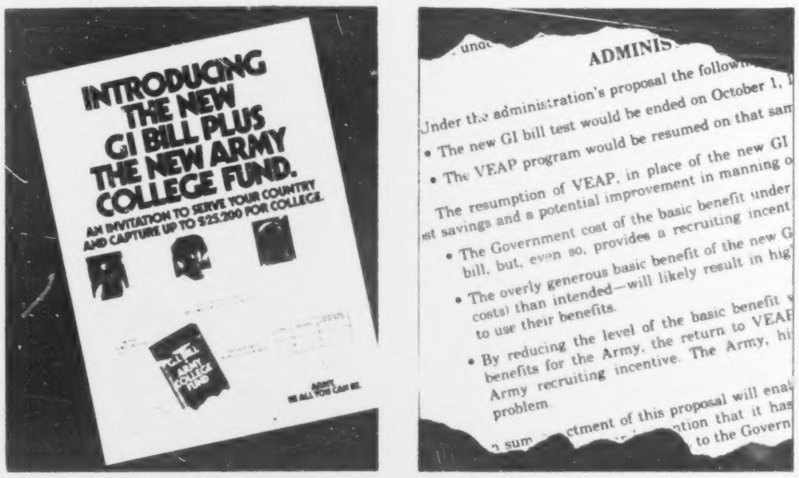
The advertising campaign, sponsored by the U.S. Army, was designed to tell potential recruits of the educational benefits awaiting them under the New GI Bill if they signed up for two-year, three-year, or four-year hitches. Other branches of the military mounted similar efforts.

The benefits cited by the ads are available for recruits who signed up after July 1 and agreed to contribute $100 a month of their own pay for one year. If they enlist in certain "critical occupations" in the Army, they also can participate in a special incentive program, the Army College Fund, that provides even greater educational benefits.

Putting it all together, a recruit who stays in the Army for four years and serves in a critical occupation can amass up to $25,200 for his or her education.

The new legislation also authorizes, for the first time, benefits for people without baccalaureate degrees who join the military reserves. If they enlist for six years, they can receive a maximum of $5,040 if they attend school full time, or a maximum of $2,050 if they attend part time. Reservists need not contribute any of their own pay and may begin receiving the benefits almost as soon as they sign up.

President Reagan, in his budget for fiscal 1987, proposed to end the three-year trial of the new program after less than a year—


INTRODUCING THE NEW GI BILL PLUS THE NEW ARMY COLLEGE FUND.
AN INVITATION TO SERVE YOUR COUNTRY AND CAPTURE UP TO $25,200 FOR COLLEGE.
G.I. BILL ARMY COLLEGE FUND
ARMY. BE ALL YOU CAN BE.

undo

ADMINIS

Under the administration's proposal the follow

- The new GI bill test would be ended on October 1,
- The VEAP program would be resumed on that sam

The resumption of VEAP, in place of the new GI
st savings and a potential improvement in manning o

- The Government cost of the basic benefit under bill, but, even so, provides a recruiting incent
- The overly generous basic benefit of the new G costs) than intended—will likely result in hig to use their benefits.
- By reducing the level of the basic benefit benefits for the Army, the return to VEAP Army recruiting incentive. The Army, hi problem.

n sum ctment of this proposal will ena ntion that it has to the Govern

Advertisements have been touting the New GI Bill, but the Reagan budget proposes to kill it.

Shrinking State Support and New Demands for Reform

By LYNN PEEBLES

BATON ROUGE

Louisiana's public colleges are facing increased criticism of the education they provide and the way they are governed.

Many critics are calling for major reforms.

The criticism comes at a time when public higher education in Louisiana, already experiencing its lowest level of state financing in 10 years, is bracing for another round of budget cuts prompted by continuing erosion of the state's oil revenues.

Higher education's problems in Louisiana go beyond a simple shortage of money, however. Shortcomings that were less evident when times were good have been thrown into sharp relief by the current economic crisis, observers say.

Hence the demands not only for more money, but for major reforms.

Advocates of reform believe that some fundamental characteristics of Louisiana's public higher-education system need to be re-examined, including the way the state allocates money to different institutions, overlapping and duplicative academic programs, and the governance structure.

Another concern is whether the leadership exists to bring about constructive changes in the way the state's colleges are run—especially if, as some suggest, such reforms will require tough political decisions such as eliminating programs or institutions, or reorganizing the four boards that share the governance of public higher education.

In some ways, Louisiana has become a victim of its populist traditions. Fifty years ago, in the midst of the Great Depression, Gov. Huey Long created a statewide system of charity hospitals to provide medical care for the indigent and established an early version of Social Security for Louisiana's elderly citizens—programs the state still supports.

Higher-education officials say, and many others in state government agree, that Louisiana can no longer afford to provide services that are carried out in most other states by the federal and local governments.

"The state right now is going through a change of life, and I think we're going to have to look at some of these things we do in the health area and the welfare area and probably begin to eliminate them," says William Arceneaux, Commissioner of Higher Education for the 15-member Louisiana Board of Regents.

"I'm concerned that our state is slipping. . . . I'm convinced the way out is to get ourselves together educationally."

In public higher education, the influence of populism can be seen in the state's policy of low tuition and open admissions. "All you have to have is a heartbeat, and you'll get in," says one observer.

But the goal of keeping a college education cheap and accessible appears to be giving way to the reality of the shrinking state budget and the desire to improve academic quality. Tuition at Louisiana State University, for example, has nearly doubled since the 1981-82 academic year. Beginning in the fall of 1988, L.S.U. will require all entering freshmen to have completed a specified college preparatory curriculum in high school.

To move away from Louisiana's heavy dependence on oil revenues and related income—which provide an estimated 30 to 40 per cent of the state's budget—policymakers are beginning to look at the role that higher education could play in attracting new industries to the state. But critics question whether the public colleges and universities will be able to meet the challenge.

They point to Louisiana's high-school dropout rate, which, at 42 per cent, is one of the highest in the nation. And they note that half of the freshmen entering public colleges and universities need remedial work in at least one major subject.

"I'm concerned that our state is continuously slipping economically and educationally, and just in its own internal spirit," says State Rep. John J. Hainkel, a New Orleans Democrat. "I'm convinced the way out is to get ourselves together educationally. We never did have to be serious about education in Louisiana. You could earn a good bit of money, without being able to read or write, in the oil industry."

•

For a variety of reasons, strong leadership in public higher education appears to be missing, just when it is needed most, critics say.

"Everyone knows we have problems, but no one is really addressing them," says Ruth Miller, who has been a member of the Louisiana State University Board of Supervisors since 1974. "This is so much the way of life in Louisiana, where good ideas wither and die on the vine. We know what

After Less than Year's Operation

before it demonstrates "all it can be," as one critic said.

Saying the higher costs of the new program were unwarranted, Mr. Reagan asked Congress to end the New GI Bill on October 1 and restore the old Veteran's Educational Assistance Program—under which recruits had to contribute more of their pay and received lower benefits.

Supporters of the New GI Bill contend that the Administration's request is premature and have vowed to continue the program. The chairman of the House Committee on Veterans' Affairs, Rep. G. V. (Sonny) Montgomery, Democrat of Mississippi, last week declared the proposal "dead on arrival." And his committee's Subcommittee on Education, Training, and Employment easily approved a bill that would expand the types of educational program for which veterans could use their new benefits.

The benefits can now be used for college and university programs and vocational training. The bill approved last week, HR 3747, would allow them to be used for apprenticeships, other on-the-job training, and flight training, as well. The measure would also permit military personnel to spread out their contributions—paying $50 a month over 24 months—and it would let them recover the amount they paid in if they did not use their benefits within six years of leaving the military.

In the Senate, a spokesman for the Senate Committee on Veterans' Affairs said the committee members' general response to the President's proposal had been that it was "just too soon to end the New GI Bill."

"It's a pilot program," the spokesman said. "We think it has been an effective recruiting tool in the months that it has been running. It is too soon to assess the costs and benefits. The costs are up front; the benefits come later."

Opposed by College Groups

Nine higher-education associations have sent a letter to the House and Senate Veterans and Armed Services Committees opposing the President's proposal.

Said Frank Mensel, vice-president for federal relations of the American Association of Community and Junior Colleges, "We feel that with the purchasing power of student aid declining as it has for the past five years, the GI Bill will more and more be the realistic alternative, the one true

Continued on Following Page

October Reduction of 8.4 Per Cent Is Forecast for Domestic Spending

WASHINGTON

Federal spending on most education programs and other areas not directly related to national defense would be trimmed by about 8.4 per cent in October, if the automatic spending cuts contained in the new deficit-reduction law have to be imposed, the Congressional Budget Office predicted last week.

Spending on defense programs would be reduced by about 6.2 per cent.

Those estimates are substantially more optimistic than other recent projections. Some experts have maintained that spending cuts of up to 30 per cent would have to be made in most domestic programs if the automatic reductions are required.

Under the deficit-reduction law, popularly known as the Gramm-Rudman-Hollings act, automatic spending cuts would be imposed in October if Congress and the President cannot agree on a way to reduce the deficit to $144-billion for fiscal 1987. The automatic cuts are designed to slice an equivalent amount from most federal programs.

The constitutionality of the process used to make the automatic cuts is being challenged in the Supreme Court. A panel of lower court judges ruled recently that the law violated the Constitution's separation of powers by giving the Comptroller General of the United States, an employee of the legislative branch, the power to generate the formulas used to make the automatic cuts. The Supreme Court is expected to rule on the matter by July.

Rudolph G. Penner, director of the C.B.O. issued a report last week that estimated that the federal budget deficit would be about $181-billion in fiscal 1987, which begins October 1.

If the automatic cutbacks do take effect, Mr. Penner said, $17-billion will have to be cut from domestic programs and $18-billion trimmed from the Pentagon's budget to reach the statutory $144-billion ceiling on spending and other requirements of the new law.

The 8.4-per-cent reductions that Mr. Penner said might be necessary would follow spending cuts of 4.3 per cent that are scheduled to take effect March 1.

Official estimates of the deficit are expected to undergo many changes in coming months.

If Congress approves some of President Reagan's proposals to rescind appropriations for certain programs this year, for example, that could cause a drop in the deficit and therefore reduce the size of the automatic cuts needed.

However, other factors, such as changes in the economy, could cause the budget deficit to rise.

—STACY E. PALMER

Add Up to Troubled Times for Public Higher Education in Louisiana

to do; we just don't have the will to do it. I think it's going to take a group of educators who are dedicated to make meaningful changes."

But for now, Ms. Miller says, there appears to be "no one in charge of the educational assembly line" in Louisiana.

Since the days of Huey Long, Louisiana has been a state where the Governor wields tremendous power. Thus, many public university administrators were encouraged when Democratic Gov. Edwin W. Edwards, re-elected in 1984 after serving in the same office from 1971-80, began his term with promises of greater state support for higher education.

The Governor's recent highly publicized trial on federal fraud and racketeering charges, however, has diminished much of his political clout. Although the proceedings ended in a mistrial, Governor Edwards is expected to be retried later this year.

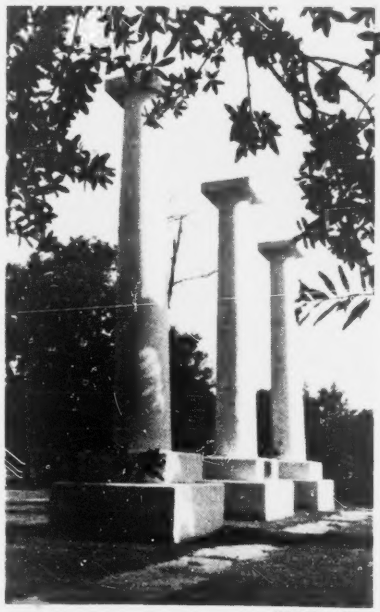
The combination of the state's budget problems and his own legal difficulties have greatly restricted the Governor's ability to be a force for change in public higher education, says one state budget official.

"Historically, he has more or less told the legislature what to do," the official says, "but this time, the Governor is not telling them, and they don't know what to do."

The Governor's problems have put more pressure on the Regents and the management boards of the three state college and university systems. But the very nature of the multi-board system, which costs the state about $10-million a year to operate, has given rise to inefficiencies and power struggles, some observers say.

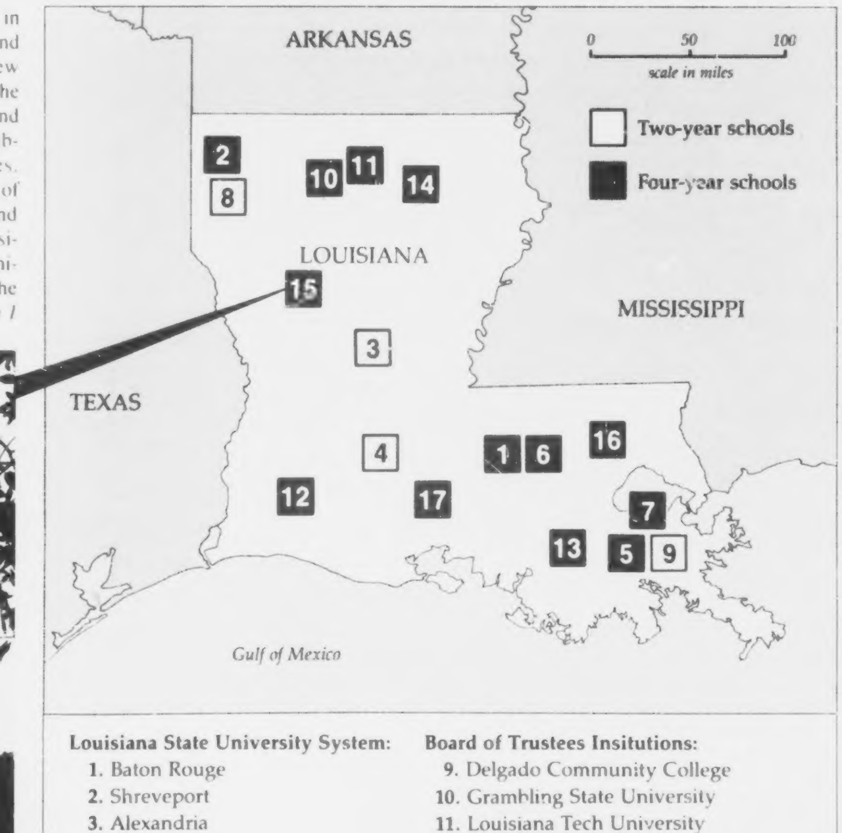
Under the state Constitution adopted in 1974, the Regents have broad planning and policy responsibilities, such as the review and approval of academic programs, the development of a financing formula, and the review of annual budget proposals submitted by state colleges and universities. Separate boards control the operations of the state's three systems of colleges and universities: the Louisiana State University Board of Supervisors, the Southern University Board of Supervisors, and the

Continued on Page 18, Column 1



DON SEPULVADO

Columns from a 19th-century mansion that housed what became Northwestern State University are a campus landmark.



Louisiana State University System:
1. Baton Rouge
2. Shreveport
3. Alexandria
4. Eunice
5. University of New Orleans

Southern University System:
6. Baton Rouge
7. New Orleans
8. Shreveport–Bossier City

Board of Trustees Insitutions:
9. Delgado Community College
10. Grambling State University
11. Louisiana Tech University
12. McNeese State University
13. Nicholls State University
14. Northeast Louisiana University
15. Northwestern State University
16. Southeastern Louisiana University
17. University of Southwestern Louisiana

Budget Balancing Puts U.S. Support for Education Research in Jeopardy

By STACY E. PALMER

WASHINGTON

Continued federal support for education research could be in serious jeopardy as Congress begins to grapple with the ramifications of a new law that requires a balanced budget by 1991, several members of the House of Representatives warned last week.

The future of federally backed education research is under particularly intense scrutiny this year, since the law authorizing it expires at the end of September. Until recently, most of the work was supported by the National Institute of Education and the National Center for Education Statistics.

Last July, as part of a major restructuring of the Education Department's research branch, the duties of those agencies were spread among several offices in the Office of Educational Research and Improvement.

At a hearing by the House Subcommittee on Select Education last week, the panel's chairman, Rep. Pat Williams, said education research "is in a lot of trouble because of its past record. It's not on the front burner for the Budget Committee, the Appropriations Committee, or the U.S. Congress."

Added Mr. Williams, a Montana Democrat who is a member of the House Budget Committee: "Some people say we have to have Star Wars. Some people want compensatory education and all kinds of other things. But we have to hit the $144-billion target this year, and something has got to go."

The new deficit-reduction act, widely referred to as the Gramm-Rudman-Hollings law, requires the deficit to be trimmed to $144-billion in fiscal 1987.

The panel's ranking Republican member, Rep. Steve Bartlett of Texas, said the requirement that the deficit be abolished meant that Congress must choose what programs deserve continued support because they are top national priorities. Mr. Bartlett speculated that many lawmakers would be inclined to preserve programs that aid handicapped and disadvantaged children, as well as financial aid to college students, but would choose to eliminate programs that they view as less critical, such as those that support education research.

"It's now a zero-sum game," said Mr. Bartlett. "Money provided for research comes out of dollars for other education programs."

'Core' of Federal Role

However, Education Department officials and witnesses representing education researchers and teachers said renewal of federal education-research activities should be considered one of the nation's top priorities.

Chester E. Finn, Jr., Assistant Secretary of Education for educational research and improvement, said research and statistics represented "the core and the clearest responsibility of the federal government in the field of education."

Mr. Finn said he shared Education Secretary William J. Bennett's conviction that "the American people, equipped with reliable information, accurate data, and solid research findings, can be counted upon to fix their own schools and postsecondary institutions."

Mr. Finn maintained that even if Congress abolished the research branch, it wouldn't save much because the research budget is "less than one half of one per cent of the Education Department's budget." Further, he said, research actually helps save the government money, helping policymakers decide how to make the best use of scarce resources.

At the hearing, Mr. Finn outlined the proposal that the Administration had submitted to Congress to extend the law authorizing the conduct of educational research and the gathering of education statistics.

Organizational Changes

The proposal would incorporate in the law many of the changes made as a result of the new organizational structure of the research branch. In addition, it would:

► Strip the National Council on Educational Research of its policy-making authority and rename it the National Advisory Council on Educational Research and Improvement.

► Require the department to achieve a "balanced portfolio" of educational research produced by the federal network of laboratories and centers and by individuals and institutions.

► Authorize $70.2-million for the research and statistical duties of the department in fiscal 1987. The unit expects to receive about $57-million this year.

Testifying on behalf of the American Educational Research Association, P. Michael Timpane, president of Columbia University Teachers College, said his group generally supported the Administration's proposal but would suggest a spending ceiling of $184-million in fiscal 1987.

Another group of education researchers, represented by the Council for Educational Development and Research, strongly opposed the Administration's bill. Thomas Olson, executive director of the North Central Regional Education Laboratory, one of the nine regional laboratories supported by the federal government, said the bill would lead to the establishment of a "federal research czar" who could use research and statistics to "support the Administration's political or ideological agenda."

Said Mr. Olson: "The proposed amendments strip the department's research and statistics offices of their independence and reorganize them into an advocacy/propaganda unit for the Secretary."

Mr. Olson charged that the proposed bill would make it possible for the Secretary of Education to dictate what kinds of research the regional laboratories and centers could conduct.

Traditionally, Mr. Olson said, the research agendas of the laboratories and centers have been determined through negotiations with the department.

Under the Administration's bill, Mr. Olson said, "the Secretary is required 'to the extent possible' to solicit recommendations and advice about what he wants to fund. But he's not required to pay attention to it."

Ever since the National Institute of Education was created in 1972, it has been criticized for allowing politics to get in the way of some of its research projects.

After the hearing, Laurie Garduque, director of professional and governmental liaison for the A.E.R.A., said she was concerned that the public display of opposing views among education researchers could "make what is now a fragile entity even more vulnerable in an era when resources are scarce."

She said her organization was confident that the Administration's proposal contained enough safeguards to make certain that research would be shielded from political manipulation.

Congress Balks at President's Plan to End GI Bill

Continued from Preceding Page

door of college opportunity for a lot of very needy students and their families."

Underlying the debate is the question of whether the benefits are needed to attract recruits to the military and encourage them to re-enlist.

The Administration said the more costly new legislation was not needed because, under the old program, "the active forces were meeting 100 per cent of their recruiting objectives." More than 90 per cent of the new recruits, the budget noted, "were high-school graduates in the top three test groups. It also appears that participation rates under the new program will far exceed those experienced under [the Veteran's Educational Assistance Program], thus contributing to the program's higher cost."

"The overly generous basic benefit of the New GI Bill," the budget added, "will likely result in highly skilled recruits leaving the service in order to use their benefits."

The Administration estimated that eliminating the new legislation, along with a decline in the number of Vietnam-era veterans eligible for benefits under earlier programs, would combine to reduce the cost of veterans' education, training, and rehabilitation to $665-million in fiscal 1987, down from $1-billion this year and $1.18-billion in fiscal 1985.

The Administration also argued that the Army, which traditionally has the most difficulty in signing up recruits, would not be hurt by the proposal because soldiers serving in critical occupations could still earn extra educational benefits under the Army College Fund.

Last week the Army reported that for the first time in almost five years it had missed its quarterly recruiting goal, signing up 31,900 recruits instead of 32,500. The Pentagon, however, said the shortfall was not significant. It said that other branches of the military had continued to meet their goals, that all branches were recruiting mainly high-school graduates, and that re-enlistment rates "continue to be good."

Called Vital to Recruiting

Proponents contend that the new program will be vital to maintaining recruitment rates.

Congressman Montgomery, one of the prime sponsors of the new legislation, said last week, "Commanders tell us that, in the reserves, the National Guard, and the active-duty forces, the program is bringing in more quality applicants and is improving retention rates."

Rep. Thomas A. Daschle, Democrat of South Dakota and chairman of the House subcommittee on veterans' education, echoed Mr. Montgomery's view. The program will turn out to be worth the higher costs, he said.

"The New GI Bill was developed to counter an improving unemployment picture and a declining pool of eligible young recruits which, in tandem, had already begun to drain recruiting capabilities," Mr. Daschle contended.

"Its cost will be offset several times over by participants paying taxes on higher incomes and by reductions in bonus pay and training costs. The Administration knows all of this."

Added Mr. Mensel, "We think the New GI Bill makes sense for a lot of reasons. With the declining high-school population, industry, colleges and universities, and the military will be competing more for the same stream of youths.

"The New GI Bill provides a way all three communities can capitalize on the same talent. An able young person could take a full academic load of 12 hours, hold a full-time job in a high-tech industry, and serve in a local reserve unit and collect $140 a month in education benefits plus drill pay."

According to some estimates, about 70,000 new members of the active-duty forces have joined the new program since last July, and more than 13,000 members of the reserves and National Guard have applied for education benefits.

An additional 800,000 military personnel who are still eligible for benefits under the earlier Vietnam-Era GI Bill can retain half of the benefits they already have earned and earn the full benefits of the New GI Bill if they remain in the service through 1989.

Firm figures on how many recruits have been attracted to the military by the new benefits, and how many recruits are of higher caliber than in the past, are almost impossible to come by. But Representative Daschle noted that Army spokesmen had testified that in the first three months in which the New GI Bill was in effect, the Army had enlisted 1,541 more young men who scored in the two top categories on the military aptitude test than it enlisted in the corresponding quarter of fiscal 1984.

The Army Reserve credits the New GI Bill with influencing the 130-per-cent increase in the enlistments of men scoring in the top categories in the last three months of fiscal 1985, Mr. Daschle added.

How Educational Benefits Compare Under Old and New GI Bills

	Veteran's Educational Assistance Program	Old Army College Fund	New GI Bill	New GI Bill with New Army College Fund
4 years of service, or more				
Individual contribution	$2,700	$ 2,700	$ 1,200	$ 1,200
Government contribution	5,400	5,400	9,600	9,600
Bonus	—	18,300	—	14,400
Total benefit	8,100	26,400	10,800	25,200
3 years of service				
Individual contribution	2,700	2,700	1,200	1,200
Government contribution	5,400	5,400	9,600	9,600
Bonus	—	12,000	—	12,000
Total benefit	8,100	20,100	10,800	22,800
2 years of service				
Individual contribution	2,400	2,400	1,200	1,200
Government contribution	4,800	4,800	7,800	7,800
Bonus	—	8,000	—	8,000
Total benefit	7,200	15,200	9,000	17,000
Military reservists	—	—	5,040	—

SOURCE: DEPARTMENT OF THE ARMY

Bennett Appoints Chairman, Adds 5 to Advisory Panel on Accreditation

WASHINGTON

Education Secretary William J. Bennett has named five new members and designated a new chairman of the Education Department's 15-member National Advisory Committee on Accreditation and Institutional Eligibility.

The Secretary is required to publish a list of recognized agencies responsible for accrediting higher-education institutions and programs. The committee advises the Secretary on approving those agencies.

Earlier this month Mr. Bennett told a Senate panel he was concerned that the criteria the department uses to evaluate agencies may be inadequate.

He said he would ask the committee to review the criteria and consider revising them.

The Secretary also designated Ronald W. Roskens, president of the University of Nebraska, as the committee's new chairman. Mr. Roskens has been a member of the panel since 1983. The new committee members, whose terms expire September 30, 1988:

Norine L. Fuller, executive director, Fashion Institute of Design and Merchandising.

John W. Harris, professor of religion and psychology, David Lipscomb College.

James R. Hicks, sales manager, Panasonic Corporation, Hueytown, Ala.

John F. Mueller, education program and evaluation specialist, Wyoming State Department of Education.

Donald M. Stewart, president, Spelman College.

In Federal Agencies

Budget rescissions. The Office of Management and Budget has published a list of the rescissions and deferrals of fiscal 1986 appropriations requested by President Reagan for the Departments of Agriculture, Education, Energy, and Health and Human Services (*Federal Register*, February 18, Pages 5,830-966).

Education data. The Department of Education has published a list of data-collection activities, approved by the Office of Management and Budget before February 15, that federal agencies will use to gather education-related information during the 1986-87 academic year (*Federal Register*, February 20, Pages 6,160-3).

Bennett Cites Rise in Test Scores as Evidence that Move to Raise Standards Is Working

By JEAN EVANGELAUF

WASHINGTON

Secretary of Education William J. Bennett says a rise in college-entrance test scores represents "tangible evidence that the movement to raise academic achievement standards and restore discipline is showing results."

In issuing his department's annual table of "State Education Statistics" last week, Mr. Bennett credited students, teachers, parents, and the states with the success.

The federal government's role in academic achievement was to create the climate for reform, he said, adding that it had accomplished that through President Reagan's personal involvement in the issue and by publishing the report *A Nation at Risk*.

This is the third year in which the department has issued its controversial state-by-state statistics table, which is known locally as "the wall chart." The two performance "outcomes" it displays are test scores and high-school graduation rates. The 10 "resource inputs" relate to elementary and secondary education and include average teacher salaries and teacher-student ratios.

The table includes statewide average scores on the American College Testing's A.C.T. Assessment or the College Board's Scholastic Aptitude Test, depending on which was taken by more students.

Criticized by Testing Groups

Spokesmen for both of the testing services have criticized the use of the scores to indicate educational quality. American College Testing does not make its statewide scores generally available. The Education Department contacted individual state education agencies for those figures.

Said David S. Crockett, A.C.T.'s vice-president for public affairs, "We object to the misinterpretations that result from cross-state comparisons."

The table includes a column labeled "President's Challenge: Test Score Gains to Meet President's Goal." That refers to President Reagan's desire to regain at least half the test-score losses since the 1960's by 1990.

Last year 19 states had gains that, if repeated annually, would meet that goal, Mr. Bennett said. The District of Columbia and Georgia have already recovered their losses.

Last year 35 states registered gains in test scores. Nationwide, scores on both of the tests rose in 1985.

Mr. Bennett said his department's analysis indicated that test scores and graduation rates have a "moderately strong" association, and that states with more stringent graduation requirements tended to have lower-than-average dropout rates.

"Clearly, raising standards and expectations for everyone means everyone benefits," he said.

Mr. Bennett said that class size has a "modest" association with scores and that educational expenditures have a weak correlation with scores. "It's much more important how you spend your money than how much you spend," he said.

Mr. Bennett was reluctant to explain conditions in individual states, however. Florida, which has promoted educational reform, presented the "biggest puzzle," he said, because test scores have dropped there.

The table indicates that the nationwide graduation rate in 1984, the latest year for which figures are available, was 70.9 per cent. Between 1982 and 1984, the graduation rate increased in 39 states.

Copies of the chart are available free of charge from the Public Affairs Office, U.S. Department of Education, Room 2097, 400 Maryland Avenue, S.W., Washington 20202.

College Admissions Test Scores by State, 1985

	Test	Average score	3-year change	Per cent tested
Alabama	ACT	17.6	+0.4	51.5%
Alaska	ACT	17.6	−1.1	36.6%
Arizona	ACT	18.7	0.0	38.3%
Arkansas	ACT	17.4	−0.3	52.8%
California	SAT	904	+ 5	40.7%
Colorado	ACT	19.7	+0.1	60.4%
Connecticut	SAT	915	+19	68.3%
Delaware	SAT	918	+21	54.1%
D.C.	SAT	844	+23	53.4%
Florida	SAT	884	5	42.4%
Georgia	SAT	837	+14	50.4%
Hawaii	SAT	877	+20	48.8%
Idaho	ACT	18.8	−0.1	55.2%
Illinois	ACT	18.9	+0.3	61.3%
Indiana	SAT	875	+15	48.6%
Iowa	ACT	20.3	0.0	57.1%
Kansas	ACT	19.1	+0.2	62.1%
Kentucky	ACT	17.9	+0.4	51.9%
Louisiana	ACT	16.5	−0.2	60.7%
Maine	SAT	898	+ 8	51.5%
Maryland	SAT	910	+21	51.3%
Massachusetts	SAT	906	+18	65.8%
Michigan	ACT	18.9	+0.2	51.9%
Minnesota	ACT	20.2	0.0	29.5%
Mississippi	ACT	15.5	0.0	64.2%

Note: The ACT (American College Testing Program's ACT Assessment) is scored on a scale from 1 to 36. The SAT (the College Board's Scholastic Aptitude Test) is scored on a scale from 400 to 1,600. For each state one score is given, depending on which test was taken by more students. The table shows the percentage of high-school graduates who took the tests.

	Test	Average score	2-year change	Per cent tested
Missouri	ACT	18.8	+0.1	48.9%
Montana	ACT	19.5	0.0	52.1%
Nebraska	ACT	19.7	−0.2	62.9%
Nevada	ACT	18.5	+0.2	43.6%
New Hampshire	SAT	939	+14	57.0%
New Jersey	SAT	889	+20	63.2%
New Mexico	ACT	17.5	0.1	54.4%
New York	SAT	900	+ 4	62.8%
North Carolina	SAT	833	+ 6	48.8%
North Dakota	ACT	18.1	+0.3	66.9%
Ohio	ACT	19.2	+0.2	46.9%
Oklahoma	ACT	17.5	0.1	51.3%
Oregon	SAT	928	+20	44.7%
Pennsylvania	SAT	893	+ 8	52.2%
Rhode Island	SAT	895	+18	60.0%
South Carolina	SAT	815	+25	46.3%
South Dakota	ACT	19.3	+0.2	62.3%
Tennessee	ACT	17.6	+0.1	52.6%
Texas	SAT	878	+10	36.1%
Utah	ACT	18.9	+0.5	64.0%
Vermont	SAT	919	+15	56.5%
Virginia	SAT	908	+20	53.6%
Washington*	—	—	—	—
West Virginia	ACT	17.4	0.0	47.8%
Wisconsin	ACT	20.3	−0.1	35.3%
Wyoming	ACT	19.4	+0.2	56.9%
U.S. average	ACT	18.6	+0.2	
	SAT	906	+13	

* Omitted because fewer than 20 per cent of the graduates took either test

SOURCE: U.S. DEPARTMENT OF EDUCATION

In Brief: Students

Ex-Student Sues University over Nude Photograph

A former University of Cincinnati student has sued the university and a professor of economics for the embarrassment he says he has suffered since a nude photo of himself, with a sombrero over his midsection, appeared on the professor's quiz while he was a student in the class.

The $100,000 suit was filed in Hamilton County Common Pleas Court, two years after the incident occurred. The former student, Marshall Goldstein, is now enrolled at another university, according to an official. Mr. Goldstein claims that he relocated because of the shame caused by the incident.

The professor, Sanford Kahn, was suspended by the university for three weeks without pay in June 1984 because of the incident.

Magazine Sues U. of Texas Over Distribution Ban

A student group has sued the University of Texas, claiming that the university violated its members' right of free speech and equal protection under the law by prohibiting the group from distributing its publication on the campus.

The Texas Review Society, which publishes a conservative magazine, is challenging a university rule that prohibits the distribution on the campus of any publication containing advertising, said Susan Dasher, a lawyer for the group. The university's student newspaper, the *Daily Texan*, is exempted from the rule, she said.

Coming March 19

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News Summary

Articles on inside pages

Marcus Garvey, a controversial advocate of black pride who died in 1940, remains "a living, vital force," says a historian who is collecting the man's papers. Story on Page 4.

A plaque to be erected at Carnegie-Mellon University will explain why the inscription on a historic campus building lauds women's domestic roles. Story on Page 3.

"The 1991 Report" of the National Governors' Association will outline actions needed to improve the quality of education in the states. Story on Page 11.

Members of a House education subcommittee expect Congress to reject the Administration's proposed student-aid cuts. Story on Page 11.

University scientists must find ways to protect their basic research from the impact of the Gramm-Rudman-Hollings law, science leaders say. Story on Page 11.

The basketball team at U.C.L.A. struggles to live up to a reputation earned more than a decade ago when its predecessors won 10 national championships. Story on Page 31.

A proposal by the University of Georgia that Southeastern Conference members refuse to admit athletes who don't meet the N.C.A.A.'s academic standards gets a lukewarm reception. Story on Page 31.

Israeli authorities are using detentions of individuals rather than wholesale closures of universities in an effort to combat dissent on the West Bank. Story on Page 35.

The rigid structure of higher education in France perpetuates a caste system, a new report charges. Story on Page 35.

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Law Schools Boost Recruiting to Offset Application Slump

By JEAN EVANGELAUF

Applications to law school have tumbled nearly 20 per cent from their peak in 1982, and the possibility of unfilled classes has led deans to rethink their academic programs and double their recruitment activities.

"If you talk to admissions directors now, you will encounter a tremendous amount of stress," says Edward G. Tom, director of admissions at the Golden Gate University law school.

That's because early figures indicate that the number of applicants to the 175 schools approved by the American Bar Association will be slightly below last year's tally of 58,620. Many schools required applications to be in the end of February, thus providing a preview of the trend.

85 Pct. of Schools Affected

Most law schools are experiencing the slump: Last year 85 per cent of them received fewer applications than in 1984. Thus far, however, enrollments have fallen only slightly, and no law school has had to adopt an open-admissions policy. But the trend has some deans worried, and many say it has changed the way they operate.

"We all realize that we have to get into the game of recruiting," says one.

Schools that once assumed that they could attract students on their reputation alone are now manning booths at recruiting fairs, developing direct-mail campaigns,

Continued on Page 18, Column 1

New Subject in Academe: 'Critical Thinking'

On a growing number of campuses, faculty members are finding themselves involved in an unexpected undertaking—teaching their students how to think. Story on Page 23.

Repercussions of Deficit Reduction Jeopardize Higher-Education Act

Backers ponder tactics of pushing $9-billion authorization bill at the same time Congress is struggling with major budget cuts

By ROBIN WILSON

WASHINGTON

Congressional education leaders hoping to extend the Higher Education Act this year may be facing a "tactical problem of major proportions," as one college lobbyist put it.

The House of Representatives has already passed its version of the legislation, but some Congressional staff members and college lobbyists predict that things could stall in the Senate, where lawmakers feeling the pressure of the new deficit-reduction act may find the higher-education bill's $9-billion-a-year price tag unacceptable.

The legislation would extend the higher-education programs administered by the Department of Education through fiscal 1991.

The bill now pending before the Senate Labor and Human Resources Committee, after passage by its education subcommittee, would not actually appropriate money for the programs. But it would authorize annual spending of $9-billion on student aid and college-assistance programs.

Some sources say the atmosphere created by the balanced-budget law could sideline work on higher-education legislation until next year.

Others say the legislation should probably be pushed this year, since budget concerns are also expected to be a major political issue in 1987.

The uncertainty over the fate of the legislation in the Senate is creating confusion for the House education appropriations subcommittee as it sets to work on a spending bill for education programs in fiscal 1987. Without legislation extending the programs, spending authority for at least some higher-education activities would expire on September 30.

A Test of Senatorial Resolve

Capitol Hill aides say a vote on a higher-education bill could be seen as a test of the willingness of Senators to follow through on the commitment to spending reductions that they made in the balanced-budget law, commonly known, after the names of its its chief sponsors, as the Gramm-Rudman-

Continued on Page 12, Column 4

Reagan Plan to Cut Farm-Extension Aid Assailed by Colleges

By KIM McDONALD

WASHINGTON

President Reagan's request that Congress make deep cuts in agricultural-extension programs next year is being strongly opposed by officials at land-grant universities. They warn that such reductions would frustrate many of their efforts to help farmers and their families cope with financial crises.

Many officials think Congress won't agree to the nearly 60-per-cent cut that Mr. Reagan called for in the budget for the Agriculture Department's extension service in fiscal 1987. But some fear that his suggestion—coming at a time when Congress must reduce the federal deficit—could still lead to a major cutback.

Since 1914 the extension service, working through state land-grant universities and state and county agents, has provided farm families and others with a variety of assistance—from helping them control farm pests to setting up 4-H clubs for their children.

On average, the federal government pro-

Continued on Page 12, Column 1

Picking Coffee in a Land of Revolution Is One Way to Spend a Winter Break

By AARON FREIWALD

EL CANTON, NICARAGUA

During the three months or so each year when the coffee beans ripen and turn red here, hundreds of American college students head south to spend their winter break harvesting the largest cash crop of this country's languishing economy.

For many such *brigadistas,* the two-week coffee-picking experience represents a political pilgrimage. In addition to American students, the groups have included Sandinista supporters from Australia, Britain, Finland, Luxembourg, Norway, and West Germany.

To such visitors, Nicaragua is the land of revolution—the country whose people rose up against state oppression and imperialism.

Revolution, solidarity, movement, imperialism—those are key words in most every coffee picker's vocabulary. They say they have come to work, to see, to learn about Nicaragua, and to give some substance to their rhetoric.

Few have had firsthand experience with third-world countries or even countries in which they must speak a language different from their own, but most are active politically on their campuses and many unhesitatingly refer to themselves as socialists or radicals.

For growing numbers of U.S. student travelers, Central America is becoming the destination of choice. Story on Page 27.

"I wanted to do something concrete to support the Nicaraguan revolution," said Juan Hayduk, a graduate student in political science at the City University of New York. "I wanted to see what it's really like here and lend legitimacy to the 'solidarity' work I'm doing."

"Coming down here made me feel like I could really do something," said Megan Baker, a senior at Rutgers University. "And it will help me argue on the topic."

The six-year-old Sandinista government requires Nicaragua's roughly 10,000 university students to put in several weeks harvesting coffee each year, and it calls on state employees in various government ministries as well. The entire country, it seems, is mobilized for several months every year in the effort to harvest the crop.

The international workers, on the other hand, are strictly volunteers. Depending

Continued on Page 28, Column 1

vate institution was facing a "financial and management crisis" because its previous pleas for intervention by the board had been ignored.

The assembly charged Mr. Williams with making false or misleading statements about the endowment and cash flow of the institution, which has operated at a deficit for the last decade.

The group further accused Mr. Williams of approving raises for a few faculty members while threatening others with pay cuts unless they win outside grants and contracts.

FBI Probes Assault on Texas Student

Federal agents are investigating reports that two white men attempted to throw a black student out of his eighth-floor dormitory window at the University of Texas at Austin.

The attack is the third on Randy A. Bowman, a senior, in less than a year. The men forced their way into Mr. Bowman's room wearing masks of President Reagan. They threw his typewriter out of the window and then tried to push him through headfirst, a university spokesman said.

The Federal Bureau of Investigation is participating in the investigation because the attacks may have constituted a violation of Mr. Bowman's civil rights, the spokesman said. No witnesses or suspects had been found.

Mr. Bowman, who is the former president of the university's Black Student Alliance, charged that the attacks were an attempt to stop him and other black students from expressing views on the university's South African investments and its recruitment and retention of black students.

ACLU Settles Lawsuit over Holocaust Museum

A settlement has been reached in a suit challenging a $5-million grant from the State of California to Yeshiva University in Los Angeles for the construction of a museum commemorating the Holocaust.

The American Civil Liberties Union, which filed the suit, contended that the grant to the Jewish institution would violate the constitutional mandate separating church and state.

Under the settlement, the Simon Wiesenthal Center, which is now a division of the university, will operate separately and build the $20-million Museum of Tolerance.

Eastern Wash. Trustees Sued over Athletic Policies

The Washington Association of Higher Education has sued the trustees of Eastern Washington University on grounds that they violated a shared-government agreement with university faculty members. The association is an affiliate of the National Education Association, but is not a bargaining agent, since four-year institutions in Washington do not have collective bargaining.

In its suit, the association charged that the board had violated the 1984 agreement by unilaterally voting last spring to continue intercollegiate athletics at the Division I level of the National Collegiate Athletic Association. The suit also contends that the trustees diverted over $760,000 from academic programs in 1984-85 to finance the athletic program.

Berkeley Employee Held in Theft of Aid Funds

An employee of the University of California at Berkeley and five other people have been charged in connection with the theft of about $10,000 in financial-aid funds from the university.

Marcia B. Patrick, an administrative assistant in the financial-aid office, was accused of helping to arrange unauthorized loans to five others, including several former students, police said. She was charged with filing false financial statements and the others were charged with grand theft.

$1.8-Million in Cuts Sought at Colo. State

Administrators at Colorado State University are proposing more than $1.8-million in faculty and program cuts next year, as part of the first phase of a university reorganization. The proposal would eliminate 538 courses, 27 faculty positions, 17 degree programs, and 3 departments.

The proposal has been sent to the Faculty Council, which is asking a number of committees to review the specific cuts. University officials, who had hoped to put it before their governing board, the state Board of Agriculture, this April, said the faculty review might delay a decision.

Robert Penn Warren to Serve as First Poet Laureate

Robert Penn Warren, one of the most acclaimed Southern writers, has been named this country's first Poet Laureate.

Mr. Warren, professor emeritus of English at Yale University, has often been honored for his poetry, two volumes of which won the Pulitzer Prize. His novel, *All the King's Men*, also won a Pulitzer.

Mr. Warren's selection was made possible by legislation enacted by Congress last year that added the words Poet Laureate to the title of the Consultant in Poetry at the Library of Congress. The responsibilities include lecturing, giving a public reading, and advising the Library of Congress on its literary programs.

Mr. Warren, now 80 years old, was the Consultant in Poetry in 1944 and 1945. Daniel J. Boorstin, the Librarian of Congress, chose him to fill the newly named position.

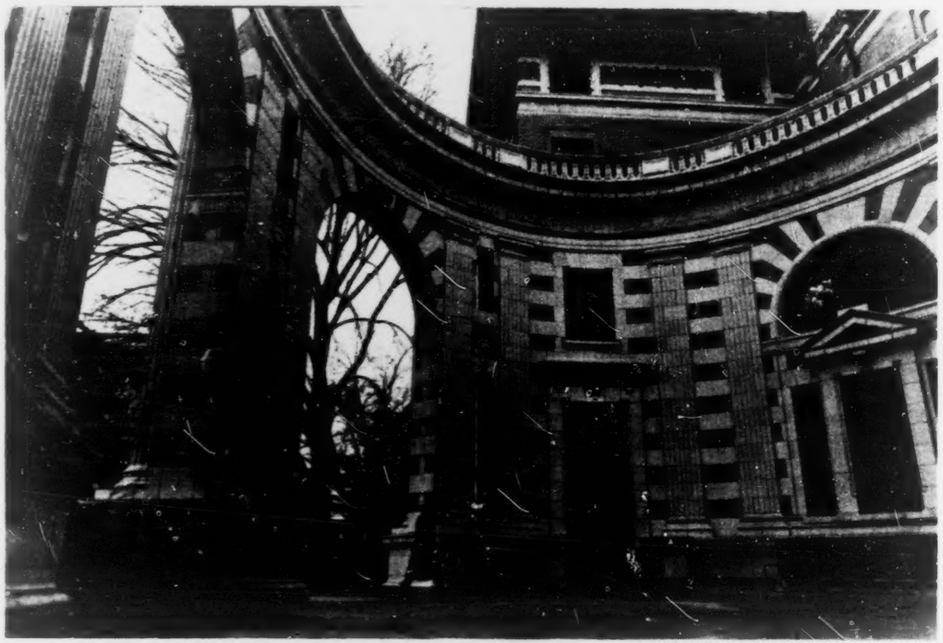
He will begin his appointment in September. He will serve for one year and earn a salary of $35,000, from private endowment funds.

Correction

A table on students' views on social and educational issues (*The Chronicle*, February 5) included an incorrect figure for the proportion of women who agreed strongly or with reservations that they were more religious than when they had come to college. The correct figure is 24.9 per cent.

ARCHITECTURE

Beneath a Carnegie Hall's Soot and Ivy, Lines from an Era of Lesser Sensitivities



JANE FREUND, CARNEGIE-MELLON UNIVERSITY

Planners at Carnegie-Mellon University are considering making this open-air ellipse in front of Margaret Morrison Carnegie Hall the new main entrance to the campus.

PITTSBURGH

Before Carnegie-Mellon University decided to clean the exterior of Margaret Morrison Carnegie Hall, no one gave much thought to the inscription that rings its elliptical entrance. Ivy had climbed the pilasters and spread across the arches to cover letters and words and whole phrases; 80 years' soot had obscured much of what the ivy didn't.

When the letters emerged from the steam, however, not everyone who peered upward and turned full circle to follow them around liked the sentiment they composed:

To make and inspire the home,
To lessen suffering and increase happiness,
To aid mankind in its upward struggles,
To ennoble and adorn life's work, however humble—
These are women's high prerogatives.

Clearly, Margaret Morrison Carnegie Hall once housed a women's college. Along with schools for the fine arts, for science and technology, and for apprentices and journeymen, it was one of the original components of the Carnegie Technical Schools, which accepted their first students in 1905.

But some objected when planning consultants proposed Margaret Morrison, which is at one edge of the campus, as the main entrance to the university. The ellipse, the planners said, would articulate pedestrians' turn from Tech Street onto campus walkways.

'We Don't Expunge Quotes'

"Those words assume a channeling of women's careers which is no longer a practice of this institution," says Thomas M. Kerr, an associate professor of industrial administration and law, who moved in the faculty senate to have the inscription expunged.

The motion failed. Instead, the senate suggested a plaque to explain the context of the era in which the lines were written. Mr. Kerr is pleased by the solution. "We don't go around burning books," he says, "or expunging quotes."

Which is just as well, because an attempt to expunge potentially offensive references from the Carnegie-Mellon campus might have grown larger than most people here realize: The entire original plan for the campus represents a hierarchy based on socio-economic and sexual distinctions.

Power Plant in a Shell

The man responsible for this was the man responsible for Margaret Morrison's ellipse—Henry Hornbostel. Hornbostel, who studied at the École des Beaux-Arts in Paris, came to Pittsburgh when the firm of Palmer and Hornbostel won a competition to design the schools' campus. Invited to join the first faculty, he taught here for more than 30 years. His plan for Carnegie's campus is notable both for the quality of its buildings and for the extent to which—unlike most campus plans—it was realized.

Its axis is anchored at its low end by Machinery (now Hamerschlag) Hall, which housed a power plant in the elegant shell of a Renaissance church, complete with recessed-apse doorway. Its stack is disguised to resemble a dome.

Rising along both sides of the axis are ranges of plainer classroom and laboratory buildings whose vaulted, tiled interiors lend them an industrial atmosphere. Through the range on the south side, which includes Porter and Baker Halls, are corridors an eighth of a mile long that rise at a grade of 4¼ per cent, so that heavy equipment could be rolled up them without obstruction.

Axis and grade alike culminate in the College of Fine Arts, whose serene, five-arched façade is reminiscent of a Roman public bath—and whose interior ranks it among the most striking college buildings in the country. Hornbostel decorated its corridors with inlaid floor plans of the Parthenon and St. Peter's Basilica; he painted its ceiling with portraits of great musicians and scenes of Pittsburgh's progress; he copied the door to the dean's office from a city hall in France.

Margaret Morrison, however, Hornbostel located not on the main axis but east of it. The building has much in common with others on the campus—a low-hipped roof; decorative polychromed bands beneath the eaves; cream-colored brick—but in Margaret Morrison Hornbostel used white-glazed terra cotta to recreate classical elements that, in the other buildings, are merely suggested by clever brickwork. He had established a hierarchy both of location and of decoration.

And while Machinery Hall and the College of Fine Arts take their shapes from public structures, Margaret Morrison's dormer windows and its two short, Italianate towers lend it a domestic feeling that—to a Beaux-Arts mind—would suit its feminine purpose.

Some Explanations Missing

None of which explains the origin of the open-air ellipse, a Roman fancy joined neatly to the front of this oversized villa. Nor does it explain the inscription, for which no source has yet been found. The words may well have been Hornbostel's own, just as the inscription on the frieze of the U.S. Supreme Court—"Equal Justice Under Law"—was chosen for posterity by the architect Cass Gilbert. They remain, in any event, as a testament to the hierarchies of an age more self-confident than our own—an age of lesser sensitivities, perhaps, but perhaps also of better architecture. —LAWRENCE BIEMILLER school, said that lowering admission standards to fill up the classrooms was an unacceptable alternative: "If we had diluted quality, some of the best faculty would have left us."

One of the things that have changed from the open-admissions period of the 1950's is that faculty members have different aspirations, he says. "Now we hire people who want to do scholarship, people who won't tolerate slowness in students. It's hard to say to them, 'You have to flunk out half the class' when they're not used to doing that."

The law school at Golden Gate University is another that decided to trim its enrollment. According to Mr. Tom, the admissions director, in four years the class size has dropped from 300 to 200.

The decision to cut enrollment was hard, he says. "Our budget is driven by tuition revenue, and we've had to lay off some untenured faculty."

Golden Gate also has new, tougher admissions requirements. In recent years fewer than half of its graduates have passed the state bar examination on their first attempt, and the faculty decided to tighten standards after its members determined that the bottom quarter of the class was pulling the entire average down. By advertising the higher standards, the school attracted more well-qualified applicants, Mr. Tom says.

That is just one part of Golden Gate's stepped-up marketing effort. In its brochures the school is also promoting its location (San Francisco), its merit scholarships, and its innovative curriculum, including intensive clinical programs and courses in the field of dispute resolution, in which negotiation, mediation, and arbitration are used to solve legal problems without going to court.

Merit aid has become an important way to attract students, Mr. Tom says, since Golden Gate, whose tuition is $7,800, is competing against less-expensive, state-supported law schools.

To encourage admitted students to enroll, the law school is "continually trickling out information to them" he says. Faculty members and student groups with similar interests are calling them, providing the personal touch that may sway applicants who are undecided.

Golden Gate has also adjusted its calendar to attract new students. It has reinstituted mid-year admissions, and 25 students are beginning their legal education this semester.

The law school at Yeshiva University has begun to offer the first semester of legal education in the spring and summer, as well as in the fall. That gives students more flexibility, and it gives the law school an edge on the competition.

Last summer 47 students enrolled in the 14-week session, and this semester an equal number are taking the traditional fall-semester curriculum.

Yeshiva administrators developed the summer program to attract two types of students: college juniors who want to sample law school before making a full-fledged commitment to it, and academics and others interested in earning a law degree who have summers off. By enrolling in the accelerated program, they can complete their first-year courses in two summers and shave one year off their legal studies.

Through the new programs Yeshiva is attracting a diverse group of good students, says Ellen R. Cherrick, the assistant dean for admissions.

In addition, by diverting some students to the new programs, the school can cut back on fall-semester enrollment and be more selective about whom it admits, she says.

Still, New Schools Open

Despite the drop in applications, the number of law schools continues to grow, although at a slower rate than in the last decade.

In Edinburg, Tex., the Reynaldo G. Garza School of Law is in its second year of operation, with a total of 53 students in its first and second year classes.

The four-year, night-school program was established because the area needed more lawyers and the nearest law school was 300 miles away, according to its dean, Michael C. DeMoss.

Next fall the school, which is discussing the possibility of merging with Pan American University, will be considered for provisional approval by the American Bar Association.

All of its students hold full-time jobs; 70 per cent of them are Hispanic and 30 per cent have earned degrees beyond the bachelor's, Mr. DeMoss says.

He thinks the new school will be unaffected by the nationwide decline, and he expects a total enrollment of about 200.

"Almost all our students want to stay here and improve the community," Mr. DeMoss says. "They're interested in issues of immigration and rural legal aid. They're not looking to leave and practice elsewhere."

Law Enrollments Continue Decline for Third Year

After two decades of steady growth, enrollment in the nation's law schools has dropped in each of the last three years. At the 175 schools approved by the American Bar Association, about 40,800 students are beginning their studies this academic year, down from a peak of 42,521 in 1981. Total enrollment is 124,160, down from the all-time high of 127,828 in 1982.

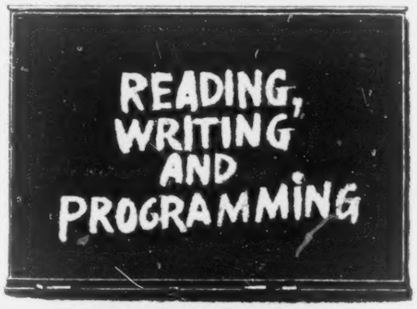
Applications have fallen far more sharply than enrollments—nearly 20 per cent since 1982—a phenomenon experienced by most schools, according to the Law School Admission Council/Law School Admission Services.

The following table shows the gains and losses reported by 171 law schools in applications for admission last fall, compared with the previous year.

Gains	Number of schools
More than 20%	3
15% to 20%	2
10% to 15%	4
5% to 10%	4
Less than 5%	13
Losses	
Less than 5%	26
5% to 10%	39
10% to 15%	25
15% to 20%	18
20% to 25%	18
More than 25%	19

Asked to predict future enrollment trends, R. Paul Richard, the deputy executive director of the law-school council, is cautious. "All we can do is play it from year to year," he says.

Mr. Richard hopes for a turnaround in the 1990's. Many lawyers now in practice will be retiring, he says, and the increase in job opportunities may encourage more people to enter the legal profession. —J.E.



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News Summary

Articles on inside pages

Unemployment, the death of established American industries, and other economic problems have renewed scholars' interest in the subject of work. Story on Page 6.

Many colleges cannot obtain tax-exempt bonds, primarily because the House of Representatives has passed a bill that would severely restrict their use. Story on Page 14.

High-technology projects jointly sponsored by universities and industry have boosted development in many states, but some officials have complaints. Story on Page 15.

Teachers' colleges must work to give teaching the professional status that law and medicine enjoy, education deans say. Story on Page 25.

A commission is looking into legal issues involved in a potential effort to force higher education's main pension system to let its participants transfer their money to other investment vehicles. Story on Page 29.

The death of a volleyball player from an undiagnosed heart ailment has raised questions about the physical examinations that college athletes undergo. Story on Page 37.

Some 940 students from 83 colleges take part in National Collegiate Athletic Association rifle competition. Story on Page 37.

Student and faculty groups in South Africa fear that the just-ended state of emergency will be replaced with legislation extending police authority. Story on Page 41.

College representatives have sharply attacked Canada's five-year spending plan for scientific research and development. Story on Page 41.

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Agencies May Ask Colleges to Return Part of U.S. Aid

By STACY E. PALMER

WASHINGTON

In an effort to reduce the federal deficit, the government may ask some universities to surrender money already given them for research to be conducted this year.

The National Science Foundation, for example, may seek the return of up to 10 per cent of certain funds for research grants and contracts that universities have already received.

Directors of several federal education-research centers located at colleges received a letter asking them to return about 4.3 per cent of the funds the Department of Education gave them this year for their operating expenses.

Last week, however, department officials changed their minds and decided not to ask for the money back. They said they would ask nine federal education laboratories to return 3 per cent of their funds, instead.

National Institutes of Health officials, while not asking for money back, said they would reduce the size of individual research grants this year in order to meet deficit-reduction goals.

Most Must Be Trimmed 4.3 Per Cent

When some federal agencies distributed funds after the beginning of fiscal 1986 last October 1, they did not take into account the automatic budget cuts that were imposed by the new balanced-budget law. The first round of reductions prompted by the law, often referred to as the Gramm-Rudman-Hollings act after its chief sponsors, took effect on March 1.

Under the law, spending on most non-defense related activities must be trimmed by 4.3 per cent between March 1 and September 30.

The law was designed to make certain that spending reductions were borne evenly by every federal "program, project, or activity" except Social Security and some other programs that help the very poor. But it may be more difficult to achieve evenhanded spending cuts than the people

Continued on Page 18, Column 1

Many Colleges Found Heeding Calls to Reform Undergraduate Studies

More than half the institutions in survey are altering programs; most are trying to measure what their students have learned

By JEAN EVANGELAUF

WASHINGTON

Over half of the nation's colleges and universities are heeding calls for reform from four blue-ribbon panels, according to a survey that the American Council on Education plans to release this week.

The national education-reform reports, issued over the last 18 months, are being widely discussed among senior administrators and faculty members: 28 per cent of the academic officers polled said their colleges had already changed their academic programs as a result of the reform movement, and an additional 27 per cent said they were planning to do so.

Elaine El-Khawas, the author of the survey report and the council's vice-president for policy analysis and research, said she thought even more colleges were debating the reform reports than the figures indicate. The survey was conducted last spring, and she said she suspected that many institutions had since made plans to convene special study groups this academic year.

Colleges are not adopting the reforms wholesale, according to the report.

The most popular recommendations are to measure student learning and to stress the competencies that students should gain, through their studies. The least popular are those to de-emphasize the undergraduate major and to give graduate students special training in college teaching.

Stressing the Basics

Many colleges reported that they had some reforms in place. For example, 47 per cent are giving special attention to the freshman year, a key point of the National Institute of Education study *Involvement in Learning*. More than half are following the recommendation of the National Endowment for the Humanities report *To Reclaim a Legacy* that their best faculty members teach core courses.

On most campuses, faculty members are stressing the basics.

Eight in 10 colleges are reviewing their curricula or have recently done so. At those whose reviews are complete, most said they had instituted new general-education requirements and were placing more emphasis on writing, mathematics, communications, and reasoning.

"There's a new emphasis on competencies," said Ms. El-Khawas. "People aren't only asking, Have students had

Continued on Page 26, Column 1

Academic Culture Said to Discourage Strong Presidency

WASHINGTON

Just when American colleges and universities may need an infusion of strong presidential leadership, the academic environment seems less likely to encourage or support it.

That assessment is contained in a forthcoming book by Clark Kerr, the former president of the University of California, who headed a national study of the presidency from 1982 to 1984 (*The Chronicle*, September 26, 1984), and Marion L. Gade, research associate at the Center for Studies in Higher Education at the university's Berkeley campus.

Following up on that study, which found a scarcity of strong college presidencies, the new book cautions that even if active leaders emerge in a time of declining enrollments and shifting resources for higher education, the "diminished nature" of the

Continued on Page 30, Column 1

Campus Hazing Rituals Under Broad Attack

Government, education, and fraternity officials are trying to curb dangerous practices often associated with hazing. Story on Page 34.

Colleges Permitting Employees to Tailor Fringe Benefits to Their Own Needs

By SCOTT HELLER

Drexel University takes $325 a month out of Catherine Wilt's paycheck, and she's happy to see it go.

The money is put into an account that is used to reimburse Ms. Wilt for day-care costs for her three-year-old son. By agreeing to reduce her income at the beginning of each year, Ms. Wilt pays no tax on the money, while assuring that her child is looked after while she works as a resource-center manager at Drexel's College of Information Studies.

Ms. Wilt is one of hundreds of Drexel employees taking advantage of the university's new "flexible" benefits, and one of thousands of employees at colleges and universities nationwide who are permitted to tailor their benefits to their own needs.

Some flexible-benefit plans allow employees to reserve money for specific uses and not be taxed on it, as Ms. Wilt does at Drexel. At other institutions, employees choose how much and what kinds of health, life, and dental insurance they want.

In some cases, employees who choose less expensive benefits can see the difference made up in bigger paychecks.

Many experts consider flexible-benefit plans the wave of the future, especially for large institutions that traditionally have offered sweeping—and expensive—benefit plans.

Flexible benefits are seen as a way for such institutions to cut costs eventually, and they are considered better suited to meeting the needs of a changing work force, filled with single parents and two-career couples.

Recently, Dartmouth College, the Johns Hopkins University, Miami-Dade Community College, and Thomas Jefferson University introduced flexible-benefit

Continued on Page 31, Column 1

Governors Call for Increases in State Aid for Colleges Despite Fear of U.S. Cuts

But in some states, higher education is not spared budget reductions being imposed on all agencies

PHOTOGRAPH FOR THE CHRONICLE BY MIMI LEVINE

New Mexico's Gov. Toney Anaya called for a 12-per-cent salary increase for faculty members.

Georgia's Gov. Joe Frank Harris asked for a 7.1-per-cent increase in college operating budgets.

Alabama's Gov. George Wallace proposed an 11.5-per-cent cut in appropriations for colleges.

By LYNN PEEBLES

Many governors have presented budgets in recent weeks that call for increased state support for higher education, despite expressions of deep concern about the impact of the federal deficit-reduction law on their treasuries.

In some states with budget problems, however, governors were unable or unwilling to spare public colleges and universities from cuts they proposed for other state agencies.

With nearly all governors voicing anxiety over the impact of federal reductions required under the Gramm-Rudman-Hollings legislation, legislatures will be taking an even closer-than-usual look at the financing of public higher education for the coming year.

Already this year, 16 states have had to reduce appropriations previously made for higher education (see accompanying table).

Some state budget officials also are expressing uncertainty about requests for college and university construction projects financed by tax-exempt bonds, because of a tax bill passed by the House of Representatives that would place restrictions on the use of such bonds (see Page 14).

Following are some highlights of the budgets proposed by governors recently. For reports on other states, see *The Chronicle*, January 22.

Full Financing in Georgia

Thanks to a large surplus in the state budget, Gov. Joe Frank Harris, a Democrat, asked that Georgia's formula for higher education be fully financed, for the first time, in fiscal 1987. For the 33 state colleges and universities, that would mean an operating budget of $588.8-million—a 7.1-per-cent increase.

Governor Harris also proposed a 4-per-cent pay raise for state college and university employees, worth about $25-million, and called for $30-million in building projects.

To encourage research, Governor Harris recommended that the state help subsidize the overhead expenses that universities incur in carrying out research grants.

$1-Billion Budget in Kentucky

Gov. Martha Layne Collins proposed a two-year budget for state colleges and universities that topped $1-billion for the first time and included much of the Kentucky Council on Higher Education's five-year plan.

For fiscal 1987-88, the Governor's budget included an increase of $70-million in general appropriations and an additional $117-million for new construction, deferred maintenance, and equipment.

Governor Collins recommended $4-million in each year of the biennium for a salary-incentive fund to reward excellence in teaching in public colleges. She endorsed several key programs in the council's five-year plan by proposing, for fiscal 1988, $3.7-million in competitive grant money for centers of academic excellence on 10 campuses, which were not specified. Another $2-million was requested for endowed chairs at the centers, along with $1-million for grants to finance innovative programs in undergraduate studies. Also requested were $13.2-million for a Center for Robotics and Manufacturing Systems at the University of Kentucky and $15-million for a new community college in Owensboro.

Tuition Increase in Tennessee

In another state with a projected budget surplus, Gov. Lamar Alexander, a Republican, called for full financing of Tennessee's higher-education formula for the first time in 15 years. At the same time, he proposed a tuition increase of 13 per cent for students at all public institutions except the University of Tennessee at Knoxville, where an 18-per-cent tuition hike was recommended.

Governor Alexander's budget included a 5-per-cent increase in salaries and benefits for employees of state colleges and universities. It contained $5-million for the third year of a program to create "Centers of Excellence" at public institutions, and $10-million in matching grants to attract distinguished scholars to teach at the centers.

Less Money in Alabama

Faced with lower-than-expected state revenues in fiscal 1986, Democratic Gov. George C. Wallace proposed an austere budget for the coming year that would reduce total state appropriations for four-year colleges and universities by 11.5 per cent, to $406-million. He also recommended cutting state financing for junior and technical colleges by 13.8 per cent.

Governor Wallace acknowledged that Alabama teachers' salaries were still below the national average, but he urged legislators to "resist the temptation to appropriate more than is available."

Falling Oil Revenues in Alaska

Republican Gov. Bill Sheffield recommended $167-million in general state appropriations for higher education—a 1-per-cent cut. In addition, the Governor asked for a $2.6-million reduction in funds for state student loans. The proposed cuts reflected a drop in state revenues, which are tied directly to the price of oil.

The state expects to make further budget adjustments when new revenue projections are released this month. The president of the University of Alaska has appointed a "budget flexibility task force" to explore how to meet the required reductions.

9.5-Pct. Increase in Illinois

Declaring that "only education would be exempted from what would otherwise be a maintenance budget," Republican Gov. James R. Thompson said his $1.7-billion higher-education budget amounted to a 9.5-per-cent increase over current levels. His proposal included a 6.5-per-cent salary hike for faculty and staff members and an 11-per-cent increase in student aid.

Governor Thompson's budget fell $58-million short of a plan recommended by the Illinois Board of Higher Education, mostly for spending on pensions and salary increases.

The Governor's budget requested about $30-million for such programs as improving undergraduate education, increasing opportunities for minority students, and encouraging cooperation between higher education and public schools. Mr. Thompson would increase state support for the University of Illinois's National Center for Supercomputer Applications by $1-million; provide $3-million for a medical scholarship program for students who promise to practice in underserved locations in the state; raise the state's maximum scholarship award by $250, to $3,100; and allot money for the second year of a program that awards up to $500 each to students who graduate in the top 5 per cent of their high-school classes and choose to attend college in Illinois.

Scholarships in Pennsylvania

Gov. Richard L. Thornburgh, a Republican, submitted a budget calling for $672-million in appropriations for Pennsylvania higher education, a 4-per-cent increase.

In recognition of the growing number of working adults who want to pursue a college education, the spending plan would create an $8-million scholarship fund for part-time students with careers.

For the popular Ben Franklin Partnership program, a joint industry-university effort to promote economic development in Pennsylvania, Governor Thornburgh requested a total of $28-million, up from $22.3-million in the current fiscal year.

He proposed, as he has in the past, selling off the state-run liquor stores to help finance the purchase of new science and engineering equipment for all levels of public education.

Formula Sought in Michigan

Gov. James J. Blanchard, a Democrat, criticized across-the-board increases for higher education as an inefficient use of Michigan's resources and said a state committee was trying to develop a financing formula for four-year public colleges and universities.

For the four-year institutions, the Governor proposed $948.5-million, which included an increase of $48.1-million in operating funds and $25-million for the second year of the Research Excellence and Economic Development Fund. A new technology-transfer network to link businesses with university innovators was also proposed.

Community colleges would receive an additional $9.7-million, a 5.5-per-cent increase.

Governor Blanchard urged restraint in tuition increases and asked colleges to continue the voluntary tuition freeze of the last two years. He called for an additional $1.5-million in student aid, which he said would broaden eligibility for Michigan's Competitive Scholarships program and assist an additional 1,350 needy applicants.

Salary Increases in New Mexico

Gov. Toney Anaya, a Democrat, said his fiscal 1987 budget would provide for "an infusion of desperately needed funding for education" in New Mexico, while cutting the appropriations of other state agencies by 1.3 per cent. He recommended appropriations of $236.6-million for higher education, compared to the current $228.5-million, and called for a 12-per-cent salary increase for faculty members at state universities.

Governor Anaya said his budget was based on the projected collection of $225-million in new revenues. A rival spending plan proposed by the Legislature's Finance Committee, which contained no new revenues, would require substantial cuts in student aid and necessitate a large tuition hike at state colleges and universities, he maintained.

Mid-Year Changes in State Appropriations for Higher Education

ARKANSAS	Cut 4.5 per cent for 1985-86
COLORADO	Cut 2 per cent for 1985-86
HAWAII	Cut 1.4 per cent for 1985-86
IDAHO	Cut 2.5 per cent for 1985-86
IOWA	Cut 3.9 per cent for 1985-66
LOUISIANA	Cut 5 per cent for 1985-86
MINNESOTA	Cut 2.5 per cent for 1985-87
MISSISSIPPI	Cut 4.9 per cent for 1985-86
MONTANA	Cut 2 per cent for 1985-86
NEBRASKA	Cut 2 per cent for 1985-86
OKLAHOMA	Cut 4.5 per cent for 1985-86 *
SOUTH CAROLINA	Cut 2 per cent for 1985-86
TEXAS	Cut 13 per cent for each year in 1985-87
UTAH	Cut 1.1 per cent for 1985-86
VERMONT	Cut 1 per cent for 1986-86
WISCONSIN	Cut 5.8 per cent for 1985-87

* Governor did not specifically order a reduction in current appropriations, but said that because next year's budget cuts would be so severe, state agencies should reduce spending this year to save money for next year.

Notes: Percentages represent cuts in total higher-education appropriations. There is wide variation in the way states divide the reductions among their higher-education institutions. In several states, tuition increases have partially offset reductions in appropriations, so overall budget reductions are lower.

Second 1986 Postage Hike Hits Colleges

WASHINGTON

Special postage rates for colleges and other non-profit groups were increased on March 9.

It was the second time this year that mailing rates for charitable organizations had been boosted.

The new increases ranged from 2 per cent to 20 per cent, depending on the category of mail. On January 1, postal rates for non-profit groups were hiked 23 to 41 per cent.

The second round of increases was needed because Congress provided $65-million less for the special postal subsidies this year. Also, the new federal deficit-reduction law reduced the amount of money provided for the subsidies by $32-million on March 1. "We have no alternative but to make this practical adjustment," said the U.S. Postal Service Board of Governors.

Rates for third-class mail, used by many colleges to send out fund-raising materials, course catalogues, and admissions notices, were increased by 14 to 19 per cent.

Rates for fourth-class mail, which is used mainly by libraries, were raised 10 per cent. Rates for various types of second-class mail rose by 2 per cent to 20 per cent.

Many Colleges Found Heeding Calls for Curricular Reforms

Continued from Page 1

three courses in history and one in physics? They're asking. Have they picked up critical-thinking skills and writing skills?"

Ms. El-Khawas said an important finding of the survey was that community colleges were participating in the reform movement. "Some people were critical of the reports for not giving attention to community colleges," she said. "But from the figures it's clear that they did raise some concerns that are germane to the community colleges. It seems as if the two-year colleges are balancing general education and career preparation."

Responses on Other Issues

Not only are institutions strengthening the basics, but they are also stressing courses important to their particular educational missions. For example, about two-thirds of the two-year colleges said they were paying more attention to career preparation. The majority of four-year institutions reported they were strengthening international studies and adding more interdisciplinary courses. Sixty per cent of the baccalaureate colleges said they were paying more attention to values and ethics.

Responding to questions on campus issues other than reform, a majority of the academic officers reported gains in these areas over the last few years: the adequacy of computing equipment, the ability of their institutions to attract good students, services for disabled students, and job prospects for new graduates.

The survey report also uncovered some worrisome trends. Fewer than half of the officials noted improvements in faculty pay, in the preparation of new students, in their colleges' ability to attract minority-group students, in student aid, and in library resources.

The findings were based on a nationwide sample of 468 colleges and universities. The survey covered the 1984-85 academic year and had an 85-per-cent response rate.

Faculty Hiring, Business Links

It also included questions about faculty employment, links with business, and campus administration.

On faculty hiring, the survey found that:

- ► 48 per cent of the institutions surveyed had net gains in the number of faculty positions from 1983-84 to 1984-85, while 21 per cent reported losses.
- ► Over the next five years, 59 per cent expect to hire more faculty members in computer science and 41 per cent expect to hire more in business. In other disciplines, most colleges expect no change in the number of faculty members.
- ► 43 per cent said they had procedures to retrain faculty members, and 28 per cent said they had faculty-retrenchment procedures under way.

On business, the survey found that:

- ► Nearly all institutions have formal ties with business, and about two-thirds of them offer credit or non-credit courses for employees on company premises.
- ► Half have participated in programs with businesses to foster state or regional economic development, and 40 per cent have analyzed the impact of their college on the local or state economy.
- ► About 40 per cent have jointly developed and sponsored degree or certificate programs.
- ► 40 per cent have worked with business leaders to assist local high schools.

On the issue of administrative practices, over 80 per cent of the colleged said that they engaged in long-range planning and program reviews, and regularly monitored student attrition.

Copies of the report, *Campus Trends, 1985*, may be purchased from the Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, Washington 20036-1193. The price, prepaid, is $5 for council members and $8 for others.

What Colleges and Universities Are Doing About Recommendations for Reform

Campus actions in response to national reports

	Universities		4-year colleges		2-year colleges		Total	
	Action accomplished	Action planned	Action accomplished	Action planned	Action accomplished	Action planned	Action accomplished	Action planned
Task force and committee review	30%	7%	31%	16%	21%	6%	26%	9%
Discussion of the reports:								
in faculty meetings	51%	11%	51%	17%	40%	8%	45%	11%
among senior administrators	67%	13%	72%	5%	55%	10%	62%	9%
with the board of trustees	25%	8%	26%	9%	22%	10%	24%	10%
in special meetings	29%	14%	34%	12%	21%	11%	26%	12%
Changes in:								
academic programs	24%	27%	26%	27%	30%	28%	28%	27%
student services	15%	21%	18%	25%	30%	21%	23%	22%
research and assessment	15%	32%	15%	28%	29%	28%	22%	29%

Status of changes recommended in national reports

	Universities		4-year colleges		2-year colleges		Total	
	Now in effect	Under study	Now in effect	Under study	Now in effect	Under study	Now in effect	Under study
National Institute of Education[1]								
Emphasize the freshman year	38%	37%	56%	28%	46%	10%	47%	21%
Emphasize analysis and communications	47%	38%	45%	40%	35%	44%	40%	42%
Use active modes of learning	23%	30%	33%	34%	36%	32%	32%	33%
Make systematic assessment	20%	44%	26%	47%	33%	44%	28%	45%
Require two years of liberal arts	51%	17%	71%	6%	7%	7%	35%	9%
Association of American Colleges[2]								
Improve curriculum structure	26%	27%	30%	32%	35%	33%	32%	32%
Deemphasize and change the major	2%	14%	8%	17%	3%	15%	4%	15%
Prepare graduate students for college teaching	16%	14%	3%	8%	0%	0%	4%	7%
Develop measures of progress	14%	48%	16%	53%	20%	51%	18%	51%
Give importance to teaching and research	43%	27%	37%	11%	10%	9%	25%	13%
National Endowment for the Humanities[3]								
Give humanities a central place	48%	27%	55%	8%	26%	22%	39%	19%
Define knowledge that is essential	40%	36%	44%	36%	33%	34%	38%	35%
Use original texts in humanities	42%	13%	35%	15%	17%	17%	27%	15%
Have best faculty members teach core courses	52%	27%	66%	17%	53%	13%	57%	17%
Have integrated humanities sequence	31%	37%	27%	24%	18%	30%	23%	30%
National Commission for Excellence in Teacher Education[4]								
Impose rigorous admission requirements	57%	22%	48%	25%	0%	0%	26%	12%
Develop minority recruitment programs	28%	22%	5%	19%	0%	0%	7%	10%
Develop experimental teacher programs	25%	27%	8%	24%	0%	0%	8%	13%
Assign sufficient resources	52%	23%	58%	12%	0%	0%	28%	8%
Make teacher education a campus-wide responsibility	44%	17%	46%	19%	0%	0%	23%	9%

Administrators' views on other recent changes at their institutions

	Universities		4-year colleges		2-year colleges		Total	
	Better	Worse	Better	Worse	Better	Worse	Better	Worse
Ability to attract good students	64%	4%	58%	5%	57%	8%	59%	6%
Ability to attract minority students	37%	8%	30%	14%	32%	5%	33%	8%
Preparation of entering students	38%	15%	41%	12%	22%	22%	31%	17%
Ability to serve disabled students	60%	0%	46%	7%	57%	2%	54%	3%
Adequacy of student aid	43%	13%	40%	15%	39%	7%	40%	11%
Job prospects for graduates	66%	0%	56%	2%	50%	4%	55%	3%
Ability to respond to enrollment shifts	41%	6%	43%	2%	48%	6%	45%	5%
Ability to attract good faculty	52%	6%	48%	6%	49%	8%	49%	7%
Overall faculty morale	42%	13%	52%	10%	51%	12%	49%	12%
Faculty-administration communications	46%	8%	54%	6%	44%	4%	47%	6%
Adequacy of faculty compensation	48%	16%	36%	16%	49%	13%	45%	15%
Adequacy of library resources	45%	11%	46%	5%	30%	8%	38%	8%
Academic computer equipment	84%	4%	86%	4%	82%	4%	83%	4%
Other equipment for teaching and research	50%	20%	44%	7%	36%	6%	41%	9%

[1] The text of the report "Involvement in Learning: Realizing the Potential of American Higher Education" appeared in *The Chronicle* October 24, 1984.
[2] The text of the report "Integrity in the College Curriculum: A Report to the Academic Community" appeared in *The Chronicle* February 13, 1985.
[3] The text of the report "To Reclaim a Legacy" appeared in *The Chronicle* November 28, 1984.
[4] The text of the report "A Call for Change in Teacher Education" appeared in *The Chronicle* March 6, 1985.

Note: The results are based on a national sample of 468 colleges and universities, excluding specialized religious institutions. The rate of response to this survey, which was conducted in May 1985, was 85 per cent. The figures do not total 100 per cent because "no action" and "no change" columns have been omitted.

SOURCE: AMERICAN COUNCIL ON EDUCATION

Teachers' Colleges Urged to Expand Role in Reform

Continued from Preceding Page

schoolteachers (*The Chronicle*, June 12, 1985).

The group, which originally planned to release its revised blueprint for reform by last August, now hopes to have it ready within the next few months. Universities that receive the 50-page document will be asked if they agree with its findings, and, if they do, to submit a plan detailing how they will implement them.

Deans here expressed concern that the Holmes Group's report would attract tremendous publicity and that as a result, their own reform efforts would be minimized or ignored. Ms. Cole said she and other organizers had worried "considerably" about possible divisiveness, but had ultimately concluded that the goal of improving teacher education outweighed the risk.

'We May Even Cut Back'

She also said the group's members, which produce about 20 per cent of the new teachers each year, did not intend to take over teacher education. "We may even cut back on our teacher training as a result of this," she said.

To one administrator who charged that by limiting the group the organizers were demeaning other teacher educators, Ms. Cole said: "The elitism argument is a tough one, but self-help requires a small size."

At a later date, she added, the organization may expand its membership beyond the original 120 universities.

The A.A.C.T.E. has taken a neutral stand in the debate over program length. Its members passed a resolution to support experimental extended teacher-preparation programs and to encourage "the support and maintenance of quality undergraduate programs leading to initial certification."

—JEAN EVANGELAUF

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News Summary

Articles on inside pages

The president of the University of Georgia has resigned in the wake of a controversy over preferential treatment for athletes on the Athens campus. Story on Page 37.

Dental schools are waging a stepped-up campaign to attract students to dentistry. Story on Page 3.

The ideas of Mikhail Bakhtin are influencing a variety of scholarly disciplines. Story on Page 4.

Colleges would fare better under a tax-reform plan proposed by Sen. Bob Packwood last week than under the tax bill approved by the House in December. Story on Page 13.

Financial-aid officers are concerned about new federal rules requiring them to verify more data on aid applications. Story on Page 13.

Many Americans would give more to charity if asked, according to a survey sponsored by the Rockefeller Brothers Fund. Story on Page 21.

Overall corporate support for education is not expected to suffer significantly as a result of "merger mania." Story on Page 21.

A new breed of physical-plant administrator has left behind the era of "Mr. Fixit." Story on Page 23.

Students receive little guidance about securing loans or managing repayments, college officials say. Story on Page 33.

A 79-day strike by some 6,000 faculty members at Delhi University has ended. Story on Page 41.

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Swedish Action Will Terminate Big Social Study

Agency orders destruction of clues to 15,000 people

By **VERA RICH**

STOCKHOLM

A Swedish government agency has ordered the destruction of all clues to the identity of some 15,000 people involved in the country's largest sociological research project.

The action will, in effect, terminate the $1-million project, known as *Metropolit*, which was inaugurated by the University of Stockholm's Institute of Sociology in 1966.

The researchers gathered, and entered into a computer, data on the lives of 15,000 people born in Stockholm in 1953. Among the information collected were basic details on social background, education, employment, marriage, and children, as well as illnesses, alcohol-related difficulties, and criminal activity.

The destruction of the clues needed to identify individuals means that no further details can be entered. Thus, sociologists say, they will no longer be able to study, for instance, the correlation between social background and education.

Consent Was Given by Parents

The government's Data Inspection Board ordered the destruction of the identity clues after a series of articles on the project appeared last month in Sweden's largest newspaper, *Dagens Nyheter*. Although the parents or guardians of the subjects originally gave their consent for the retention of personal data for academic

Continued on Page 42, Column 3

WIDE WORLD

The Rev. Charles Curran: "It is unjust to single me out when so many other Catholic theologians hold the same basic position."

Vatican Orders Curran, Catholic U. Theologian, to Retract His Views

By **ZOË INGALLS**

WASHINGTON

A professor of moral theology at the Catholic University of America has been ordered by the Vatican to retract his positions on abortion, birth control, premarital sex, and other issues or face the loss of his authorization to teach Roman Catholic doctrine.

The Rev. Charles E. Curran, whose views are generally held by other American theologians to be "mainstream" or "moderate," held a news conference here last week to make public a letter he had received in October from Joseph Cardinal Ratzinger, prefect of the Sacred Congregation for the Doctrine of the Faith, the Vati-

Continued on Page 30, Column 1

College Officials Get Pay Raises Exceeding 5 Pct.

Increases are about the same at public and private colleges

By **SCOTT HELLER**

WASHINGTON

Administrative salaries increased by about the same proportion at public and private institutions this academic year—and more than the rate of inflation.

According to a nationwide survey by the College and University Personnel Association, the median salaries for administrators at all institutions combined are 5.3 per cent higher in 1985-86 than in the year before.

Median salaries rose 5.3 per cent at public institutions and 5.6 per cent at private institutions.

That marked a change from the previous year's survey, in which administrative salaries at public institutions rose 6.5 per cent while those at private institutions rose 4.4 per cent.

The 1985-86 CUPA survey, based on information from 1,630 higher-education institutions, indicated that salaries were outpacing the cost-of-living index for the second year in a row.

The inflation rate for the 12 months ending in January was 3.9 per cent.

"Whenever your salary increases exceed the inflation rate, you've got to be happy," said John M. Toller, director of personnel at the University of Connecticut

Continued on Page 24, Column 5

A table of median salaries for administrative positions in colleges and universities in academic 1985-86 appears on Page 24.

Consultant's Delight: Making Educators and Politicians Confront the Bad News

By **ROBERT L. JACOBSON**

WASHINGTON

One of the most popular analysts of the education scene today is a man who takes special pleasure in telling people things that make them feel uncomfortable.

He is Harold L. (Bud) Hodgkinson, a long-time researcher and consultant who was recently named senior fellow at the American Council on Education, and his stock in trade is putting demographic data together in a way that often captivates and alarms his audience—even though the numbers themselves are not particularly unusual or difficult to obtain.

As he sees it, the statistics he has been collecting are almost certain to cause big trouble for American schools and colleges unless those in a position to change the institutions start doing just that—and with a lot more collaboration and effectiveness than they have managed so far.

That message, typically delivered with a mixture of understatement and wit, is meant to be unsettling, Mr. Hodgkinson notes. But if his popularity at public and private meetings these days is any indication, many people in education and politics are at least willing to contemplate the bad news.

This is some of it:

► The education system is losing young people. The baby boom has gone "bust," and America "will simply not be a nation of youth in our lifetime." One obvious conclusion, says Mr. Hodgkinson, is that colleges and universities will have to attract, retain, and succeed in educating more and more older students, or the institutions may not long survive.

► Widespread poverty, teen-age preg-

Continued on Page 28, Column 1

PHOTOGRAPH FOR THE CHRONICLE BY SUSAN MUNIAK

Harold Hodgkinson: "I'm good at goading other people to think about unpopular issues."

FACT–FILE

Revenues and Expenditures of Colleges and Universities, 1983-84

The tables below show revenues of U.S. colleges and universities by source, and their expenditures by function, for 1983-84, the latest year for which figures are available.

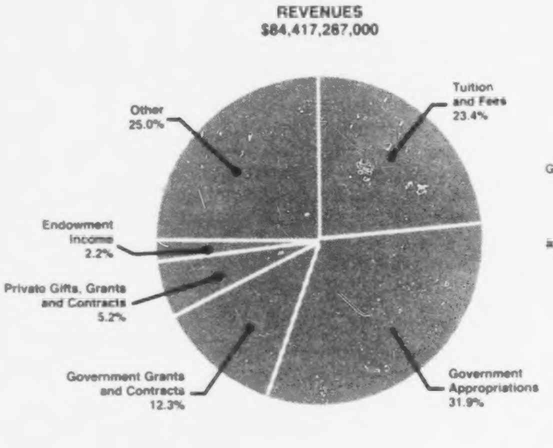
Over all, revenues increased $6.8-billion from 1982-83 to 1983-84, a gain of 8.8 per cent. Expenditures rose by $6.1-billion over the year, for an increase of 8 per cent. At the end of 1983-84 the value of the institutions' physical-plant assets stood at $107.6-billion, up 6.5 per cent from the previous year. Colleges and universities carried $18.3-billion in debt on those assets, up 9.6 per cent over the 1982-83 level.

Public institutions held 67 per cent of the assets and 52 per cent of the debt, while private ones accounted for 33 per cent of the assets and 48 per cent of the debt.

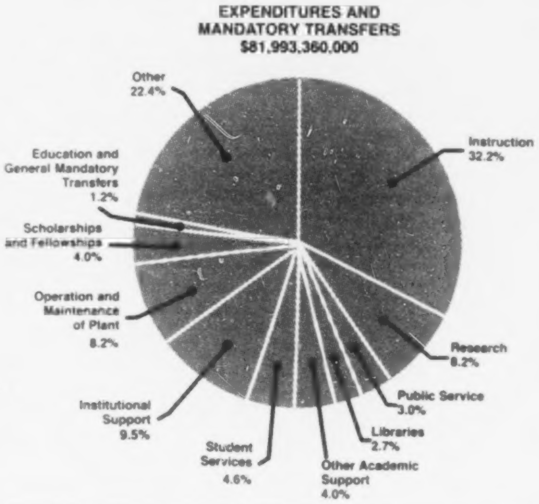
The market value of college and university endowments was $33-billion at the end of 1983-84.

The statistics are based on the financial reports of 3,256 colleges and universities.

REVENUES
$84,417,287,000



EXPENDITURES AND MANDATORY TRANSFERS
$81,993,360,000



Public institutions	All institutions[1] 1983-84	All institutions[1] Per cent of total	Doctoral institutions 1983-84	Doctoral institutions Per cent of total	Comprehensive institutions 1983-84	Comprehensive institutions Per cent of total	General baccalaureate institutions 1983-84	General baccalaureate institutions Per cent of total	2-year institutions 1983-84	2-year institutions Per cent of total
Revenues										
Tuition and fees	$ 8,123,318,000	14.9%	$ 3,675,919,000	14.0%	$ 2,106,813,000	19.3%	$ 359,037,000	21.0%	$1,735,322,000	17.7%
Appropriations										
Federal	1,215,616,000	2.2%	355,486,000	1.4%	32,061,000	0.3%	1,748,000	0.1%	71,367,000	0.7%
State	23,340,360,000	42.8%	10,182,883,000	38.8%	5,687,858,000	52.1%	849,389,000	49.7%	4,585,897,000	46.7%
Local	1,824,430,000	3.3%	44,876,000	0.2%	83,687,000	0.8%	11,265,000	0.7%	1,683,376,000	17.2%
Grants and contracts										
Federal[2]	4,503,987,000	8.3%	3,010,115,000	11.5%	500,040,000	4.6%	109,541,000	6.4%	391,498,000	4.0%
State	816,956,000	1.5%	321,210,000	1.2%	176,801,000	1.7%	20,328,000	1.2%	220,213,000	2.2%
Local	159,754,000	0.3%	65,058,000	0.2%	19,177,000	0.1%	5,355,000	0.3%	37,482,000	0.4%
Private gifts, grants, and contracts	1,621,468,000	3.0%	1,112,414,000	4.2%	180,803,000	1.7%	20,217,000	1.2%	53,574,000	0.5%
Endowment income	315,109,000	0.6%	255,095,000	1.0%	24,527,000	0.2%	4,845,000	0.3%	13,470,000	0.1%
Other sources[3]	12,624,276,000	23.1%	7,237,835,000	27.6%	2,107,602,000	19.3%	327,853,000	19.2%	1,018,031,000	10.4%
Total current-funds revenues	$54,545,275,000	100%	$26,260,890,000	100%	$10,919,369,000	100%	$1,709,577,000	100%	$9,810,235,000	100%
Expenditures										
Instruction	$18,592,391,000	35.0%	$ 7,618,754,000	30.0%	$4,302,488,000	40.2%	$ 620,314,000	36.9%	$4,532,148,000	47.2%
Research	4,559,531,000	8.6%	3,674,426,000	14.5%	313,933,000	2.9%	27,506,000	1.6%	18,825,000	0.2%
Public service	2,049,032,000	3.9%	1,490,947,000	5.9%	240,427,000	2.2%	30,954,000	1.8%	152,104,000	1.6%
Libraries	1,463,500,000	2.8%	667,674,000	2.6%	384,100,000	3.6%	60,267,000	3.6%	267,872,000	2.8%
Other academic support	2,346,672,000	4.4%	1,127,182,000	4.4%	462,671,000	4.3%	68,572,000	4.1%	462,770,000	4.8%
Student services	2,460,204,000	4.6%	756,904,000	3.0%	657,821,000	6.1%	121,048,000	7.2%	781,437,000	8.1%
Institutional support	4,679,624,000	8.8%	1,501,577,000	5.9%	1,201,122,000	11.2%	202,257,000	12.0%	1,305,568,000	13.6%
Plant operation and maintenance	4,577,702,000	8.6%	1,850,750,000	7.3%	989,860,000	9.2%	185,634,000	11.0%	1,088,100,000	11.3%
Scholarships and fellowships	1,276,644,000	2.4%	681,871,000	2.7%	258,769,000	2.4%	67,673,000	4.0%	182,939,000	1.9%
Mandatory transfers[4]	588,662,000	1.1%	232,549,000	0.9%	169,025,000	1.6%	27,635,000	1.6%	135,460,000	1.4%
Other[5]	10,493,081,000	19.8%	5,816,679,000	22.8%	1,726,284,000	16.1%	270,630,000	16.1%	681,193,000	7.1%
Total current-funds expenditures and mandatory transfers	$53,086,644,000	100%	$25,419,313,000	100%	$10,706,500,000	100%	$1,682,490,000	100%	$9,608,417,000	100%

Private institutions	All institutions[1] 1983-84	All institutions[1] Per cent of total	Doctoral institutions 1983-84	Doctoral institutions Per cent of total	Comprehensive institutions 1983-84	Comprehensive institutions Per cent of total	General baccalaureate institutions 1983-84	General baccalaureate institutions Per cent of total	2-year institutions 1983-84	2-year institutions Per cent of total
Revenues										
Tuition and fees	$11,591,566,000	38.8%	$ 3,824,068,000	26.6%	$ 2,602,780,000	58.4%	$2,992,679,000	52.8%	$693,643,000	66.4%
Appropriations										
Federal	210,923,000	0.7%	149,680,000	1.0%	39,346,000	0.9%	10,416,000	0.2%	4,977,000	0.5%
State	295,401,000	1.0%	107,536,000	0.7%	51,441,000	1.2%	29,520,000	0.5%	3,729,000	0.4%
Local	2,160,000	—	137,000	—	0	—	0	—	15,000	—
Grants and contracts										
Federal[2]	4,475,641,000	14.9%	3,639,122,000	25.3%	209,037,000	4.7%	220,983,000	3.9%	27,256,000	2.6%
State	254,273,000	0.9%	80,657,000	0.6%	53,050,000	1.1%	61,348,000	1.1%	13,045,000	1.3%
Local	205,931,000	0.7%	108,490,000	0.8%	1,330,000	—	3,118,000	—	2,018,000	0.1%
Private gifts, grants, and contracts	2,793,807,000	9.4%	1,285,592,000	8.9%	313,659,000	7.0%	632,844,000	11.2%	83,210,000	8.0%
Endowment income	1,558,636,000	5.2%	789,362,000	5.5%	225,851,000	5.1%	362,540,000	6.4%	20,665,000	2.0%
Other sources[3]	8,483,476,000	28.4%	4,407,188,000	30.6%	957,862,000	21.5%	1,351,167,000	23.9%	196,001,000	18.8%
Total current-funds revenues	$29,872,012,000	100%	$14,391,833,000	100%	$4,454,354,000	100%	$5,664,614,000	100%	$1,044,559,000	100%
Expenditures										
Instruction	$ 7,843,917,000	27.1%	$ 3,488,120,000	25.1%	$1,485,811,000	34.3%	$1,567,553,000	28.4%	$283,738,000	29.2%
Research	2,164,003,000	7.5%	1,790,441,000	12.9%	89,803,000	2.1%	28,365,000	0.5%	1,263,000	0.1%
Public service	450,171,000	1.6%	178,686,000	1.3%	56,305,000	1.3%	34,252,000	0.6%	2,881,000	0.3%
Libraries	767,649,000	2.7%	349,866,000	2.5%	138,150,000	3.2%	164,499,000	3.0%	19,955,000	2.1%
Other academic support	953,931,000	3.3%	473,278,000	3.4%	163,827,000	3.8%	159,967,000	2.9%	37,573,000	3.9%
Student services	1,337,731,000	4.6%	330,301,000	2.4%	290,738,000	6.7%	454,228,000	8.2%	96,693,000	10.0%
Institutional support	3,083,501,000	10.7%	943,124,000	6.8%	589,026,000	13.6%	822,517,000	14.9%	210,860,000	21.7%
Plant operation and maintenance	2,152,123,000	7.4%	834,067,000	6.0%	378,119,000	8.7%	528,847,000	9.6%	114,729,000	11.8%
Scholarships and fellowships	2,025,028,000	7.0%	804,616,000	5.8%	373,359,000	8.6%	604,531,000	11.0%	51,508,000	5.3%
Mandatory transfers[4]	369,659,000	1.3%	101,847,000	0.7%	81,080,000	1.9%	86,184,000	1.6%	24,780,000	2.6%
Other[5]	7,759,001,000	26.8%	4,618,151,000	33.1%	680,945,000	15.7%	1,066,852,000	19.3%	126,971,000	13.0%
Total current-funds expenditures and mandatory transfers	$28,906,716,000	100%	$13,912,499,000	100%	$4,327,162,000	100%	$5,517,795,000	100%	$970,950,000	100%

Note: Because of rounding, details may not add up to totals.
— Indicates less than .05%.

[1] Includes doctoral, comprehensive, general baccalaureate, specialized, 2-year, and new institutions not yet classified.
[2] Includes revenue associated with major federally funded research and development centers.
[3] Includes sales and services of educational activities and auxiliary enterprises, sales and services of hospitals, independent operations, and others.
[4] Transfers from educational and general current funds to other funds to fulfill binding obligations.
[5] Includes expenditures and mandatory transfers for auxiliary enterprises, hospitals, and independent operations.

SOURCE: CENTER FOR STATISTICS, U.S. DEPARTMENT OF EDUCATION

Philanthropy

Mergers Held Unlikely to Cause Overall Drop in Company Giving

Even so, an individual institution can be hit hard when a corporate patron undergoes changes in its ownership and management

By PAUL DESRUISSEAUX

What some observers have called "merger mania" is not expected to have any long-term, negative effect on overall corporate support for education and other charitable causes, according to experts who monitor company contributions.

While stressing that "the numbers are not yet in," professional observers of philanthropic activity in the United States say that the acquisitions, buyouts, mergers, takeovers, and other forms of company restructuring that have dominated the business news in the past 18 months are not likely to result in a marked decline in total contributions or even a significant slowdown in the growth rate of corporate giving.

"At most, they might produce a pimple on the long-term, upward curve of corporate giving," says Hayden W. Smith, senior vice-president of the Council for Financial Aid to Education. "But so far we haven't seen anything that we could identify as being likely to have a real impact on corporate support for education."

Largest Share Goes to Education

Education traditionally has received the largest share of corporate contributions. In 1984, when overall giving by corporations reached an estimated $3.8-billion, education received an estimated $1.6-billion—16.4 per cent more than the year before. Colleges and universities receive about 80 per cent of the total given to education, and corporate gifts account for about 23 per cent of the total voluntary support that they receive each year.

In its report on corporate contributions in 1984—the latest year for which figures are available—the Conference Board, a business research organization, said donations were on "a sharp upward path." Based on early estimates, the level of corporate giving in 1985 is again expected to reflect a healthy increase.

What Mr. Smith and other observers make plain, however, is that while the flurry of mergers and acquisitions might not cause overall giving to fall off, it has exposed individual institutions to the danger of losing particular corporate patrons.

"And for an individual institution the loss of a major corporate supporter can be quite painful," Mr. Smith says.

Such a loss can be compounded when the corporation was a leader in the community or region.

Loss of Gulf Is Costly to Pittsburgh

When the California-based Chevron Corporation purchased Gulf Oil Corporation two years ago, Pittsburgh, where Gulf had been based, lost more than the estimated $1-million in contributions that the company gave to organizations and institutions in the city each year.

"We depended heavily on Gulf's leadership in corporate giving," says Bernard P. Koperek, director of development and alumni affairs at the University of Pittsburgh. "By their presence and actions they showed many smaller companies the importance of support for and involvement in the community. There is no question that they're going to be missed."

Fear of the possible loss of corporate support has already led many non-profit organizations to step up their fund-raising efforts.

"There is quite a bit of concern about this, because whenever there is a change in corporate leadership there is likely to be a change in giving priorities," says John J. Schwartz, president of the American Association of Fund-Raising Counsel, Inc.

"And right now non-profit organizations are very much aware that any reduction in corporate giving is going to be exacerbated by further reductions in government support that they know are coming," he adds. "Extending their base of private support has to be one of their top priorities, even though they don't know for certain if and how these mergers will affect them."

Experts say it takes about a year for profits or losses to be reflected in a company's charitable giving, and two years or longer for the full effect of major internal changes to be seen.

In the past, mergers and acquisitions have not curbed the growth of overall corporate giving, at least to education, according to the Council for Financial Aid to Education.

"Over the past 35 years, which is as far back as we have any records, there have been all kinds of mergers and acquisitions—there's hardly a major corporation in existence today that didn't get to its current size that way," says Mr. Smith. "And during that entire time support for education increased every year."

Expert Continues to Be Optimistic

However, the past two years have seen more major mergers—many involving spectacular sums—than in comparable periods in the past.

In *Corporate Support of Education 1984*, recently published by the C.F.A.E., the change in the number of companies responding to the organization's annual survey was described in these terms: "Many former respondents have merged or have been the objects of leveraged buyouts and therefore no longer have independent contributions programs to report."

Still, Mr. Smith says the C.F.A.E. has reason to feel "quite confident that, in the aggregate, corporate support will continue to increase."

"Of course," he adds, "if we started to see a stampede toward the acquisition-buyout-merger route, and the 'Fortune 500' began to disappear from view, there'd be some cause for concern. But I don't think that's going to happen."

Another Observer Is Not So Sanguine

Despite such assurances, some observers still suspect that when the current wave of board-room dealing is done, charitable giving by corporations will not be as healthy as it has been in recent years.

Chief among their reasons for thinking so is simply that the current merger-takeover climate has brought a great deal of pressure on corporations to increase their profits. As a result, giving to charity might be assigned a lower priority than it enjoyed in the past.

In addition, some say that when two corporations that have operated major contributions programs are combined, the total amount allocated for charity by the new corporate entity is likely to be less than the sum of its original parts. "It would be highly optimistic to expect that giving would be maintained at the same high level," says one observer.

That, however, is exactly what happened in the case of Chevron's purchase of Gulf. Before the merger, Gulf was giving away about $6.5-million a year, and Chev-

Continued on Following Page

Many Americans Say They Would Give More to Charity—If They Were Asked

NEW YORK

Most Americans think giving to charity is an important responsibility, although two out of five say they neither contribute enough money nor volunteer enough time.

Many say they would increase the amount of money they give to charitable organizations and causes if they were asked to do so.

Those are among the findings of a national survey of the charitable behavior of Americans that was released last week. Commissioned by the Rockefeller Brothers Fund, a private foundation, the study was conducted by Yankelovich, Skelly and White, a research and polling firm.

1,151 Adults Interviewed by Phone

David Rockefeller, Jr., chairman of the foundation's executive committee, and Arthur White, of the polling firm, reported on the findings to an audience here of leaders of major U.S. non-profit organizations.

"There is an opportunity to increase charitable giving by Americans," said Mr. Rockefeller. "Americans maintain a strong tradition of giving to charity, and knowing why citizens who want to give do not do so can be of great help to non-profit organizations in improving their fund-raising success."

The study was based on telephone interviews conducted in February 1985 with a nationally representative sample of 1,151 American adults.

The report of the study is being published by Independent Sector, a national coalition that encourages philanthropy and volunteer activities. Officials of that organization say they expect the study to have a major impact on the fund-raising and communications activities of non-profit institutions and organizations.

Mr. White said 23 per cent of those interviewed who felt that they should have contributed more to charity in the past said they "simply didn't get around to it," and 14 per cent said they were "never asked."

Some other findings:

► Eighty-nine per cent of Americans reported contributing to charities in 1984, and 81 per cent believed it was the responsibility of people to give what they could to charities.

► Americans gave to charity an average of $650, or 2.4 per cent of their household incomes, in 1984.

► Religious organizations attracted more in contributions than any other kind of charity, receiving 72 per cent of all the money donated by those interviewed.

► Almost half of those who felt they should volunteer time to work for charitable causes had failed to do so in the previous year.

► Among the most generous contributors to both religious and other charities were people who were married or widowed, had a higher education, were Protestant, were in professional occupations, were between the ages of 50 and 64, and had higher-than-average incomes.

► People under 35 gave significantly less to charity than those above that age.

One-on-One Approach Most Effective

The study found that the most effective fund-raising techniques were those in which one person asked another for a contribution. A donor's being asked to contribute by a person he knew well was found to be the fund-raising approach most likely to succeed.

Asking someone to contribute at work, or soliciting a contribution by going to a donor's residence or writing a letter, was also said to be effective.

Telephone calls and "telethons," television commercials, and newspaper or magazine advertisements were found to be much less likely to produce contributions.

Mr. White outlined what he called "a charitable-giving action plan" based on the study's findings and aimed at helping non-profit organizations raise more money and recruit more volunteers.

Such a plan, he said, should include:

► Identifying "target" amounts for giving that would encourage people to designate a larger percentage of their incomes for charitable contributions.

► Disseminating information on the importance of philanthropy to people under the age of 35, who tend to be less generous in their support of charities.

► Increasing contact with the people who feel they should be giving more to charity.

► Developing new mechanisms for making gifts.

The complete 54-page report of the study, *The Charitable Behavior of Americans*, and a 10-page summary of it are available for $14, postpaid, from Independent Sector, 1828 L Street, N.W., Washington 20036.—PAUL DESRUISSEAUX

No Big Drop in Giving Seen from Mergers

Continued from Preceding Page

ron about $20-million. In the year following the merger, the contributions of the enlarged company added up to some $27-million. "And we hope to be able to give away more than that in 1986," says Dick DeVoe, Chevron's manager of corporate contributions.

Mr. DeVoe says changes are being made in how and where that money will be distributed, however. "We are looking closely at areas where Gulf will now have much less of a presence than it had in the past," he says.

One such area is Pittsburgh, where the company's "presence" has been scaled down considerably.

As a result of the acquisition of Gulf by Chevron, however, the University of Pittsburgh received an astounding gift—a 54-building, 85-acre research-and-development center valued at $100-million, which no longer figured in the oil company's plans. In addition, Chevron gave the university $3-million in cash to help convert the facility to a university research center.

Richard A. Edwards, vice-president for educational fund-raising at the Council for Advancement and Support of Education, says a corporation's decision to make a gift to a college or university "is often tied to the company's own interests, and those don't disappear just because the business has a new name."

According to Mr. Edwards, corporate gifts in the $500 to $5,000 range are the ones that are most likely to dry up first when a management change takes place.

"Those smaller gifts are often based more on a personal connection or past relationships than on the goals of a company's formal giving program," he explains, "and those kinds of gifts are always vulnerable."

Preoccupied with Survival

Observers say that changes in management are more often than not responsible for an institution's loss of a corporate supporter. Mergers almost always bring such changes with them.

"The priorities of the new managers quickly become the priorities of the giving program—I see that happening a great deal," says Judith K. Healy, vice-president of the Minnesota Foundation and a senior consultant on corporate grant-making to the Council on Foundations, a national organization of philanthropies.

After a merger, she explains, those priorities are often shaped by the need to cut and prune "in deference to efficiency."

Many observers say that leadership is one aspect of charitable giving being noticeably affected by corporate mergers and acquisitions.

"If a company is worried about being taken over and is preoccupied with its survival, there's no question that the contributions program is not going to get the attention of the chief executive and the senior staff," says E. B. Knauft, executive vice-president of Independent Sector, a national organization that encourages philanthropy.

Mr. Knauft is the author of a recent report on the charitable-contributions programs of 48 leading corporations. He concluded that a supportive chief executive is one of the most important factors contributing to an effective giving program.

James A. Joseph, president of the Council on Foundations, says there have been "significant changes in the ranks of chief executives of publicly held corporations in recent years, and as a result there is concern that many companies do not have the commitment to corporate citizenship that they once did."

He explains that while no statistical evidence has been presented to document a problem, "there have been enough expressions of concern for us to take them seriously."

In particular, Mr. Joseph says his organization has heard from many corporate-contributions officers who say that the case for charitable giving must be made clear anew to their management. "I've been spending quite a bit of time addressing business groups and making the case," he says.

Some see changes in leadership as just one of a number of factors that cause the level of charitable giving by individual companies to fluctuate regularly.

"The level of giving by individual companies falls and rises all the time in response to market forces, international competition, and other factors," says Mr. Smith of the C.F.A.E. "But new companies emerge all the time, many grow rapidly, and some adopt contributions policies."

As a result of the decline in oil-industry revenues and a major restructuring of its parent company, the Atlantic Richfield Foundation is expected to have about $5-million less to give away in 1986 than it did last year, when its contributions totaled $31.9-million.

But at the same time, a number of Japanese corporations doing business in the United States have established company foundations here. One created just last fall, the Hitachi Foundation, will give away $1-million this year and about $1.7-million in succeeding years.

Many companies are also continuing to increase their non-cash contributions, including gifts of company products. In 1984 such gifts accounted for about 20 per cent of corporate support for higher education.

A significant number of leading corporations "insulate" their charitable giving from the ups and downs of the profit cycle by distributing their gifts through company-sponsored foundations. In more profitable years, such foundations do not pay out in grants as much as they receive from their parent companies and, as a result, build up a cushion of funds that they can use in years of smaller or no profits.

A few leading corporations sponsor foundations in addition to operating direct-giving programs. The Exxon Education Foundation gave away $27.3-million in 1983, during which its parent company, the Exxon Corporation, distributed $36.6-million in gifts and grants to charity.

Foundations Bring Stability

The existence of company-sponsored foundations is given credit for the growth of corporate giving during three years of low profits at the start of this decade.

Observers say that company foundations have also brought stability to corporate giving.

It's estimated that about 10 per cent of the 8,000 publicly held companies in the United States operate foundations. According to the Foundation Center, which monitors organized philanthropy, 725 company-sponsored foundations have assets of at least $1-million or give away more than $100,000 annually. Together, those foundations hold between $2- and $3-billion in assets and give away $809-million annually.

Some company funds hold relatively small amounts in assets and operate as "pass-through" foundations, distributing just about the entire amount that they receive in contributions from their corporate parent each year.

"But more and more company-sponsored foundations now seem to be building some kind of asset base, in part to protect their giving programs," says Patricia Read, vice-president of the Foundation Center.

While some company foundations have been dissolved as a result of corporate restructuring, new ones also have been created. The AT&T Foundation, for instance, was established in 1984 following the breakup of the original American Telephone & Telegraph Company. It has assets of $86-million and an annual giving budget of about $16-million. Some of the regional companies that were split off from the new AT&T have formed foundations, as well.

Although AT&T and its local operating companies had a long history of charitable giving, the formalization of their contributions programs is seen as an important sign.

"Does the fact that we have such a large asset base indicate that the commitment this company has to philanthropic support of charitable and non-profit institutions will have a long life?" asks Reynold Levy, president of the AT&T Foundation. "The answer, obviously, is Yes."

How Data Are Compiled

Like all private foundations, those sponsored by companies are required to file annual reports with the U.S. Internal Revenue Service documenting their income and expenditures. The Foundation Center includes information from those documents in its directory of foundations and in a separate volume containing profiles of leading company funds.

Corporate contributions that are distributed through foundations are therefore easier to monitor than those given directly by companies.

In making its estimates, the Council for Financial Aid to Education relies in large part on responses to its annual surveys of leading corporations. The council does not disclose information furnished to it by individual companies.

Over all, the prospects for continued growth in corporate support for education are considered to be good.

"Although corporate profits are still almost 7 per cent below their 1979 peak of $257-billion, support of education has grown 82 per cent since then," says John R. Haire, president of the C.F.A.E.

"Such generous growth" he adds, "reflects the importance that corporations continue to put on education and their strong commitment to its support."

Company-Sponsored Foundations that Give over $3-Million a Year

	Total giving	Asset amount
1. Atlantic Richfield Foundation	$35,838,831	$ 11,895,758
2. General Motors Foundation	31,441,533	123,278,321
3. Exxon Education Foundation[1]	27,361,424	60,014,000
4. Amoco Foundation	19,379,851	75,804,476
5. AT&T Foundation	16,132,399	86,336,346
6. Mobil Foundation	14,484,000	19,736,302
7. General Electric Foundation[1]	14,226,412	53,578,000
8. Shell Companies Foundation[1]	13,894,959	47,609,735
9. Procter & Gamble Fund[1]	11,559,238	14,934,852
10. Dayton Hudson Foundation	11,018,720	9,112,008
11. Ford Motor Company Fund	9,931,181	47,579,311
12. Alcoa Foundation	9,408,627	168,000,000
13. Xerox Foundation	9,400,000	9,100,000
14. BankAmerica Foundation	9,184,508	10,536,727
15. Aetna Life & Casualty Foundation[1]	9,127,025	17,983,000
16. Rockwell International Corporation Trust	7,800,000	26,000,000
17. Texaco Philanthropic Foundation[1]	7,713,774	38,020,214
18. Eastman Kodak Charitable Trust[1]	7,009,592	36,865,533
19. United States Steel Foundation	6,932,883	30,029,330
20. Prudential Foundation	6,837,299	38,864,000
21. Monsanto Fund[1]	6,761,251	1,002,397
22. Metropolitan Life Foundation	5,959,349	73,326,121
23. Union Pacific Foundation	5,908,200	543,960
24. General Mills Foundation	5,837,750	12,642,443
25. American Express Foundation	5,641,107	555,903
26. Burlington Northern Foundation[1]	5,498,024	9,882,749
27. Johnson & Johnson Family of Companies Contribution Fund[1]	5,366,000	760,000
28. Honeywell Foundation	5,279,172	13,201,641
29. TRW Foundation	5,192,213	11,098,650
30. Fluor Foundation[1]	5,051,003	5,995,360
31. Minnesota Mining and Manufacturing Foundation[1]	4,779,230	6,552,577
32. Phillips Petroleum Foundation[1]	4,575,965	1,849,462
33. Levi Strauss Foundation[1]	4,494,985	21,769,943
34. Union Oil Company of California Foundation[1]	4,445,844	3,671,415
35. Morgan Guaranty Trust Company of New York Charitable Trust	4,442,112	12,139,562
36. GTE Foundation[2]	4,313,990	8,696,875
37. McDonnell Douglas Foundation[1]	4,004,948	42,084,205
38. Grace Foundation[1]	3,971,347	2,132,579
39. Weyerhaeuser Company Foundation	3,856,900	31,310,987
40. PPG Industries Foundation	3,840,529	15,648,446
41. Security Pacific Foundation	3,805,278	12,351,994
42. Westinghouse Educational Foundation	3,576,478	9,547,443
43. Allied Corporation Foundation[1]	3,433,393	411,426
44. UPS Foundation	3,363,669	13,643,674
45. Bristol-Myers Fund[1]	3,268,962	2,084,335
46. Emerson Charitable Trust[1]	3,240,050	5,682,224
47. H. J. Heinz Company Foundation[2]	3,132,514	3,682,553
48. Wells Fargo Foundation	3,128,773	2,108,508
49. Peat, Marwick, Mitchell Foundation	3,072,849	3,274,926
50. Allstate Foundation[1]	3,069,963	8,345,267
51. John Deere Foundation	3,060,916	4,076,449
52. Pillsbury Company Foundation	3,057,608	6,173,910
53. Merck Company Foundation[1]	3,045,000	883,000
54. Samuel Bronfman Foundation[2]	3,030,950	16,327,530

Note: Figures are for fiscal year 1984 unless otherwise noted. [1] indicates data are for fiscal year 1983. [2] indicates data are for fiscal year 1982.

SOURCE: "CORPORATE FOUNDATION PROFILES," FOURTH EDITION, 1985, THE FOUNDATION CENTER

Grants and Gifts from Private Sources

J. S. ABERCROMBIE FOUNDATION
P.O. Box 27339, Houston 77027

Writing. For a professorship in writing: $500,000 to Pine Manor College.

ASHLAND OIL FOUNDATION
1409 Winchester Avenue, Ashland, Ky. 41101

Facilities. For new classrooms for plastics-engineering programs: $25,000 to Ferris State College.

FRANCES AND EDWIN CUMMINGS MEMORIAL FUND
c/o Irving Trust Company
12446 Church Street Station, New York 10249

Support. For the endowment: $300,000 over two years to Centenary College (N.J.).

DUKE ENDOWMENT
Suite 1100, 200 South Tryon Street
Charlotte, N.C. 28202

Facilities. For the building program: $800,000 to the Medical Center of the Bowman Gray School of Medicine of Wake Forest U. and North Carolina Baptist Hospital.

EDUCATIONAL FOUNDATION OF AMERICA
35 Church Lane, Westport, Conn. 06880

Tutoring. To expand the Community House Program of tutoring for elementary-school and secondary-school students: $30,000 to Princeton U.

FROST FOUNDATION
Cherry Creek Plaza II, Suite 940
650 South Cherry Street, Denver 80222

Facilities. For renovation projects: $900,000 to Centenary College of Louisiana.

GANNETT FOUNDATION
Lincoln Tower, Rochester, N.Y. 14604

Journalism. For fellowships to allow American journalists to study Asian cultures, economics, and politics for nine months: $125,000 to U. of Hawaii.

—For the journalism professional-in-residence program: $50,000 to U. of Kansas.

—For a program to assist media professionals planning to teach journalism: $32,275 to Indiana U.

—For research and a conference on media coverage of crime victims and victims' reaction to coverage: $30,000 to Texas Christian U.

—For a study comparing how the new White House News Service and major media cover various news topics: $17,430 to U. of Oklahoma.

INTERNATIONAL BUSINESS MACHINES CORPORATION
Armonk, N.Y. 10504

Sciences. For research and curriculum development in materials and processing sciences: $24-million in cash and equipment divided among Brown U., Carnegie Mellon U., U. of Chicago, Columbia U., Cornell U., U. of Illinois at Urbana-Champaign, U. of Massachusetts at Amherst, Massachusetts Institute of Technology, U. of Minnesota, U. of Pennsylvania, Pennsylvania State U., and U. of Washington.

LILLY ENDOWMENT
2801 North Meridian Street
Indianapolis 46208

Faculty. For fellowships for mid-career faculty members at Indiana colleges and universities: $250,000 over two years to be administered by the foundation.

—For programs of faculty development: $320,000 over two years to United Negro College Fund.

Minorities. For a fellowship program in the social sciences for members of minority groups: $1.6-million to Committee on Institutional Cooperation (a consortium comprising the institutions of the Big Ten Conference and the U. of Chicago).

ANDREW W. MELLON FOUNDATION
140 East 62nd Street, New York 10021

International studies. For the Institute of East Asian Studies: $750,000 to U. of California at Berkeley.

REEVES BROTHERS FOUNDATION
115 Summit Avenue, Summit, N.J. 07901

Support. For support of programs: $25,000 to Centenary College (N.J.).

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GIFTS AND BEQUESTS

Bowman Gray School of Medicine of Wake Forest University and North Carolina Baptist Hospital. For the building program: $10-million from the full-time clinical faculty of the school of medicine.

—For a fund to provide salary support for young men and women who desire careers in academic medicine: $1-million from J. Taylor Brooks and Jean Bailey Brooks.

Pennsylvania State University. For the colleges of agriculture and business administration: $200,000 from Galen Dreibelbis.

Salisbury State College. For a business school: $2.4-million from Frank Perdue.

Winona State University. For academic computing: $715,817 in computer equipment from International Business Machines Corporation.

FACT-FILE

Median Salaries of Administrators, 1985-86

	All institutions	1-year change	Public institutions	Private institutions	All universities	4-year colleges	2-year colleges
Chief executive of a system	$81,120	+14.8%	$81,120	$77,500	$95,000	$40,000	$67,691
Chief executive of a single institution	65,899	+ 7.2%	65,975	65,520	80,000	65,000	59,500
Executive vice-president	56,372	+ 7.3%	57,726	54,000	72,000	48,100	52,153
Chief academic officer	51,500	+ 6.1%	54,200	46,200	67,000	48,300	46,632
Chief budget officer	42,229	+ 8.3%	43,309	39,160	45,236	37,500	40,200
Chief business officer	48,900	+ 6.6%	50,470	45,000	63,000	45,500	44,064
Chief development officer	44,500	+ 6.5%	45,610	42,146	54,442	41,000	37,301
Chief development and public-relations officer	49,400	+ 6.9%	50,316	48,900	60,648	42,370	37,551
Chief health-professions officer	60,538	-12.2%	55,609	65,420	98,000	30,588	41,600
Chief personnel and human-resources officer	37,451	+ 6.1%	40,388	32,400	42,000	30,000	38,125
Chief physical-plant officer	36,360	+ 6.9%	38,650	31,860	45,500	31,400	32,556
Chief planning officer	47,000	+ 6.8%	48,559	40,000	53,500	38,100	44,910
Chief planning and budget officer	50,136	+ 6.9%	52,727	45,000	54,830	40,352	—
Chief public-relations officer	33,200	+ 7.2%	37,000	29,375	43,224	28,554	30,432
Chief student-affairs officer	43,127	+ 6.8%	47,744	36,300	54,372	36,510	42,770
Administrator, grants and contracts	37,875	+ 2.9%	39,852	33,000	43,000	29,700	32,170
Administrator, hospital medical center	84,000	+ 5.0%	84,000	83,150	88,000	—	—
Bursar	27,408	+ 3.5%	28,958	25,040	32,000	23,540	24,176
Chaplain	25,651	+ 4.5%	—	25,333	30,600	24,036	23,000
Comptroller	38,145	+ 5.8%	41,128	33,651	45,000	31,720	35,359
General counsel	53,000	+ 8.0%	52,735	55,110	54,350	38,610	47,403
Registrar	31,000	+ 5.6%	35,484	26,857	37,997	27,323	30,301
Director, accounting	30,221	+ 4.0%	33,660	26,100	36,384	24,996	29,125
Director, admissions	33,450	+ 5.4%	34,760	32,000	39,000	32,025	31,200
Admissions and financial aid	37,500	+ 5.7%	37,091	37,500	44,474	36,000	35,000
Admissions and registrar	38,664	+ 5.7%	39,510	28,681	44,088	32,436	35,744
Director, affirmative action & equal employment	37,000	+ 5.7%	37,350	35,300	37,580	33,881	32,764
Director, alumni affairs	26,000	+ 0.6%	30,048	23,500	31,745	22,500	21,000
Director, athletics	38,593	+ 6.4%	42,200	32,760	46,716	32,760	36,427
Men's	38,148	—	41,126	30,050	44,500	30,705	26,760
Women's	32,200	—	36,600	27,000	34,535	26,271	—
Director, auxiliary services	36,742	+ 2.1%	39,928	32,000	42,699	30,533	31,233
Director, bookstore	22,000	+ 4.8%	24,715	18,635	31,008	18,300	20,982
Director, campus recreation and intramurals	26,459	+ 4.2%	29,787	20,491	29,904	20,491	22,167
Director, campus security	27,514	+ 5.8%	30,000	23,818	32,580	23,376	25,844
Director, church relations	—	—	—	26,304	—	25,524	—
Director, community services	32,750	- 0.8%	35,220	24,025	37,431	24,000	35,220
Director, computer center	38,642	+ 7.1%	41,412	32,650	47,700	32,111	35,892
Academic operations	36,615	+ 4.6%	39,300	33,384	43,000	30,000	34,300
Administrative operations	36,171	+ 3.3%	39,480	32,000	43,824	29,604	31,255
Director, development and alumni affairs	35,280	- 1.5%	36,456	33,000	41,701	34,430	31,191
Director, educational-media services	29,737	+ 6.5%	33,072	23,010	34,670	23,325	30,170
Director, food services	30,096	+ 2.7%	31,800	28,080	36,500	26,600	24,753
Director, foreign students	27,292	+ 3.7%	29,733	22,880	28,504	22,428	27,914
Director, housing and food services	—	—	—	40,000	—	—	—
Director, information office	28,500	+ 2.9%	31,079	25,000	34,350	24,500	25,956
Director, information systems	43,260	+ 4.6%	44,876	41,200	48,000	35,000	41,138
Director, institutional research	36,244	+ 7.4%	37,658	29,957	41,232	29,703	33,824
Director, internal audit	36,300	+ 7.6%	36,500	34,000	37,500	28,100	32,919
Director, international studies	37,860	+10.0%	—	29,520	41,000	27,139	—
Director, learning-resources center	32,459	+ 5.0%	36,084	24,500	37,842	24,898	35,400
Director, library services	35,514	+ 5.1%	40,520	30,000	47,021	30,350	32,804
Director, news bureau	26,826	+ 9.4%	29,000	22,700	29,579	21,575	23,112
Director, personnel and affirmative action	31,800	+ 4.2%	32,833	28,648	35,280	28,620	31,833
Director, publications	27,300	+ 0.8%	31,254	25,091	31,800	24,200	27,220
Director, purchasing	29,770	+ 6.2%	30,720	27,300	33,624	25,120	28,044
Director, risk management and insurance	38,050	+10.6%	38,200	38,050	39,220	—	—
Director, special and deferred gifts	33,300	+ 4.0%	37,500	32,300	38,196	30,530	31,800
Director, student activities	26,036	+ 1.7%	29,618	20,932	30,000	20,600	28,515
Director, student counseling	33,235	+ 4.4%	36,612	27,600	38,393	27,900	33,654
Director, student financial aid	29,639	+ 7.8%	32,000	25,393	35,000	25,570	28,889
Director, student health services							
Physician	58,580	+ 3.6%	60,069	48,550	61,480	40,086	—
Nurse	21,884	+ 2.7%	24,602	20,000	25,000	19,972	23,608
Director, student housing	25,624	+ 3.8%	31,020	21,000	32,700	21,761	21,650
Director, student placement	28,129	+ 4.2%	31,254	24,000	33,195	23,712	27,473
Director, student union	31,100	+ 3.7%	34,410	23,108	34,448	25,000	28,816
Dean, architecture	62,760	+ 4.2%	62,760	61,364	64,800	—	—
Dean, agriculture	63,400	+ 7.8%	63,107	—	67,416	—	37,755
Dean, arts and letters	48,000	+ 2.1%	48,015	41,513	56,000	42,800	41,971
Dean, arts and sciences	53,652	+ 5.2%	54,100	52,889	60,023	48,000	39,900
Dean, business	52,000	+ 6.7%	51,921	52,000	62,840	45,835	40,549
Dean, communications	47,423	+ 8.0%	47,423	43,700	60,000	39,768	42,943
Dean, continuing education	40,800	+ 3.3%	42,912	35,000	50,000	35,500	37,895
Dean, dentistry	87,450	+ 8.0%	83,549	91,000	87,816	—	—
Dean, education	52,000	+ 7.2%	54,660	41,350	57,480	42,000	37,379
Dean, engineering	65,200	+ 7.4%	64,500	70,500	71,850	53,822	42,658
Dean, extension	50,000	+ 8.8%	50,215	43,000	61,008	—	40,170
Dean, fine arts	49,044	+ 4.3%	50,846	40,741	56,301	39,022	44,324
Dean, graduate programs	56,000	+ 6.7%	57,881	48,400	58,320	43,008	—
Dean, health-related professions	48,440	+10.1%	48,440	32,992	60,000	43,935	42,745
Dean, home economics	—	—	—	—	62,000	—	—
Dean, humanities	42,184	+ 8.2%	45,091	32,727	57,653	33,510	41,090
Dean, instruction	—	—	44,864	—	—	—	44,864
Dean, law	83,000	+ 6.6%	84,000	82,583	84,000	67,200	—
Dean, library and information sciences	50,195	+ 4.2%	50,995	49,615	54,000	—	40,462
Dean, mathematics	41,988	+ 9.8%	43,245	34,398	—	34,398	42,797
Dean, medicine	105,000	+ 5.0%	102,682	135,000	107,568	—	—
Dean, music	52,500	+16.7%	58,185	46,000	57,900	40,400	—
Dean, nursing	47,413	+ 9.7%	50,128	40,500	57,123	37,664	37,008
Dean, pharmacy	68,500	+ 9.1%	69,900	63,960	69,800	—	—
Dean, sciences	46,335	+ 7.9%	48,000	34,533	57,577	36,667	41,971
Dean, social sciences	42,924	+ 7.1%	45,235	32,601	55,000	34,645	41,968
Dean, social work	62,800	+13.6%	63,000	52,623	64,500	40,000	—
Dean, special programs	—	—	39,000	30,000	—	32,600	38,368
Dean, undergraduate programs	48,500	+ 7.9%	49,000	43,680	55,000	41,500	39,969
Dean, vocational education	42,500	+ 4.0%	42,685	—	54,262	45,500	41,210

— No data

Note: The results are based on a national sample of 2,932 colleges and universities. The rate of response to the survey was 55 per cent. The figures are intended only to give a broad overview of salaries.

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

College Officials Get Pay Raises Exceeding 5 Pct.

Continued from Page 1

and chairman of CUPA's classification and direct compensation council.

According to the survey, administrative salaries increased 6.6 per cent at universities, 5.6 per cent at four-year colleges, 5.8 per cent at two-year colleges, and 4.3 per cent at two-year technical institutions.

Median salaries are up for administrators in almost all job categories. For a chief executive officer of a higher-education system, the median pay is $81,120, an increase of nearly 15 per cent from last year. Other big gains were realized by the deans of music and social-work schools, who enjoyed 16.7-per-cent and 13.6-per-cent hikes, respectively.

After an increase of 7.2 per cent this year, the median salary for a chief executive officer of a single institution is $65,899. That of a medical-school dean is $105,000.

Officers in charge of risk management and insurance—an issue of growing concern on many campuses—received increases of nearly 11 per cent in 1985-86.

Response by Small Institutions

Chief health-professions officers, who enjoyed 19.3 per cent salary increases in 1984-85, suffered a 12.2-per-cent drop this fall.

Mr. Toller said it was "potentially spurious" to draw conclusions from that figure. Speculating that different institutions responded to the survey in 1985-86, he said, "Those kinds of fluctuations don't reflect reality."

In general, Mr. Toller cautioned that the survey's results reflected a high response rate from small institutions. The median annual operating budget of the respondents was about $12-million.

Large universities, he said, can use the tabular breakdowns in the full report of the survey to compare themselves more accurately to institutions with similar budgets.

Over all, the survey indicated that women and members of minority groups in administrative posts are earning considerably less than their white, male counterparts.

According to the survey results, those who are members of minority groups are earning, on average, almost 13 per cent less than other employees in equivalent positions, and women's salaries are 43 per cent lower than those of male administrators.

Mr. Toller said the discrepancies were strongly linked to years of service, as women and minority-group members tend to be relatively new employees at their institutions.

He said CUPA's classification council would further analyze the data to determine their significance. "It's been an area of great curiosity for us," he said.

Percentages in the survey were based on "weighted averages," calculated by adding the median salaries of job categories at all types of institution and dividing by the number of respondents in each position.

The report, *1985-86 Administrative Compensation Survey*, may be ordered from the College and University Personnel Association, 11 Dupont Circle, N.W., Suite 120, Washington 20036; (202) 462-1038. The price is $50 per copy for members of the association, $150 for non-members participating in the survey, and $200 for others.

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THE CHRONICLE

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News Summary

Articles on inside pages

U.S. scholars of the Philippines were not expecting the speed of Ferdinand Marcos's fall or the way in which it occurred. Story on Page 4.

Congress has passed a measure that would cut $735-million from the Guaranteed Student Loan program over three years. Story on Page 13.

Community colleges, in order to provide more job training, are changing their missions and their relationships with industry and government. Story on Page 13.

A state panel has recommended changes in California's community-college system. Story on Page 13.

Public colleges should have an easier time obtaining tax-exempt bonds as a result of recent Congressional actions. Story on Page 18.

Helping private colleges help themselves, the Consortium for the Advancement of Private Higher Education has made more than $2-million in grants. Story on Page 23.

The University of California at Berkeley has a "no hardware dumping" rule: Computer equipment must be compatible with the campus network, or it goes. Story on Page 27.

The organization that governs junior-college sports voted last week to lower academic eligibility requirements for athletes. Story on Page 33.

Indoor track and field is coming back, after several years on the brink of extinction. Story on Page 33.

The British government has rejected a plan that would have allowed nearly 100 non-university institutions to award their own bachelor's degrees. Story on Page 35.

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Professors' Salaries Increase 6.1 Pct., Average $33,090

By **JEAN EVANGELAUF**

Faculty members are earning 6.1 per cent more than last year, and their average salary is $33,090, according to the American Association of University Professors.

Although the gain is slightly below last year's average increase of 6.6 per cent, it marks the fifth consecutive year in which salary increases for professors have outpaced inflation.

The 6.1-per-cent figure covers all faculty members at all types of institutions.

Following are average salaries and percentage increases, by faculty rank:

► Full professor, $42,500, up 6.1 per cent.

► Associate professor, $31,800, up 5.9 per cent.

► Assistant professor, $26,240, up 6.2 per cent.

► Instructor, $20,350, up 5.9 per cent.

According to W. Lee Hansen, a professor of economics at the University of Wisconsin at Madison and author of the A.A.U.P. salary report, this year's increase is the result of the improved national economy, which has eased the financial problems of colleges and universities, particularly public ones. For only the second time since 1979-80, salary increases at public institutions are at least equal to those at private ones.

Prospects Are Uncommonly Bright

Average salaries this year are up 6.1 per cent at public institutions, 6.0 per cent at independent private institutions, and 5.7 per cent at church-related colleges.

For the 1985-86 academic year, the A.A.U.P. estimates that the rate of inflation will be about 3.6 per cent, and that faculty pay, on an inflation-adjusted basis, will rise 2.5 per cent. Last year the adjusted gain was also 2.5 per cent, the largest since the 1960's.

Prospects for future salary gains are brighter than in recent years, Mr. Hansen said, because improving faculty pay is a

Continued on Page 25, Column 1

2 White Universities in South Africa Hit by Racial Violence, Sending Shock Wave Through Nation

Politically motivated arsonists burn center at Natal; angry blacks at Witwatersrand hold 'people's court' to try alleged informer

By **HELEN ZILLE**

CAPE TOWN

The tensions that have gripped South African society spread to two predominantly white, English-language universities last week in incidents that reverberated far beyond the campuses.

At the University of Natal in Durban, politically motivated arsonists—whether white or black was unclear last week—set fire to the university's Center for Applied Social Sciences, destroying irreplaceable research, including the life work of Laurence Schlemmer, the center's director and one of South Africa's leading social scientists. Professor Schlemmer is an outspoken anti-apartheid liberal.

A second fire, at Mr. Schlemmer's home, completely destroyed the contents of his private study.

The University of the Witwatersrand in Johannesburg was the scene of three separate incidents in which black students directed their revolutionary anger against individuals or groups they perceived to be opponents of their cause.

The developments sent shock waves throughout South Africa's "open universities"—those that have long opposed the government's policy of apartheid—raising concerns that the institutions may not be able to carry on normal operations as the turmoil in the country spreads to the campuses.

The incident at the University of the Witwatersrand that has caused the most concern on and off the campus was a "people's court" trial of an alleged police informer who was eventually hustled to safety by student leaders after being surrounded by an enraged crowd. The incident had a major impact because of the gruesome fate of suspected informers in South Africa's black townships, who have died with a "necklace" around their necks—an automobile tire doused in gasoline and set afire.

The incident took place during the commemoration last week of the 1960 Sharpeville massacre, during which 69 blacks protesting against the apartheid system were shot dead by police.

On the same day a white student who

Continued on Page 36, Column 1

600 Catholic Scholars Support Theologian Criticized by Vatican

By **ZOË INGALLS**

WASHINGTON

More than 600 theologians from Roman Catholic colleges and universities in the United States and Canada have signed a letter in support of the Rev. Charles E. Curran, a professor of moral theology at the Catholic University of America, who is under fire from the Vatican because some of his positions conflict with established church teachings.

Father Curran announced last month that the Vatican's Congregation for the Doctrine of the Faith, which monitors theological integrity, had ordered him to retract his positions on abortion, birth control, divorce, and five other issues, or face the loss of his authorization to teach Roman Catholic doctrine. Such a loss would mean that Father Curran, a tenured professor, could no longer teach theology at Catholic University or, for all practical purposes, at any other Catholic institution.

In the letter, the theologians state that they are "profoundly disturbed" by the Vatican's threatened action against Father Curran, who, they say, "enjoys the complete respect of his colleagues. . . . We can

Continued on Page 26, Column 1

At the Button in Fort Lauderdale, Beer Throwing and Wet T-Shirts Pack 'em In

By **ELIZABETH GREENE**

FORT LAUDERDALE, FLA.

So much beer and garbage collects on the floor of the Button every day that the bar's managers have coined a name for it: Button Soup.

"We sell a lot of beer, but the students don't drink that much—they throw it at each other," says Bob Gour, who runs the club and is general manager of the Holiday Inn next door.

"The Button is spring break—it's why kids come down here," Mr. Gour says. "They come down to have a party and nobody can give a party like we can."

Last year the party got so good that police arrested the disc jockey for promoting lewd and lascivious sex acts in a public place; the club was closed for two months.

"You have to understand that these college kids are competing against each other," Mr. Gour says. "They get carried away, and it's peer pressure."

Thousands of college students have descended on Florida for the annual ritual of spring break. Story on Page 28.

The club's imaginative weekday contests between ad hoc college teams are clearly the most popular attraction on "the Strip," the block of bars and discos adjacent to the beach. The one-room bar is almost always packed, and lines outside to get in are not uncommon.

Everyone here is talking about the Button.

"They've heard about it. They've seen it on TV. They've seen it on the news. And they want to come here," Mr. Gour says.

Just what is it like in there, anyway?

Inside, the Button looks and smells like a very crowded fraternity party gone wild: thousands of students dancing and singing and pouring beer all over each other.

The place is dimly lit and dingy, but alive with loud, pulsating music and drunken laughter. Everyone's pushing, grabbing, shoving, and hugging. Basically, anyone

Continued on Page 30, Column 2

Salaries of Faculty Members Rise by 6.1 Pct.

Continued from Page 1

high priority of the education-reform movement.

However, he noted, because faculty pay did not keep pace with inflation in the 1970's, the purchasing power of faculty salaries is lower than it was in the late 1960's and early 1970's. Furthermore, Mr. Hansen said, faculty members earn less than persons in private-sector jobs requiring comparable skills.

The figures, which are based on the reports of 1,789 colleges and universities, were compiled by Maryse Eymonerie Associates of McLean, Va. The salaries are adjusted to a standard nine-month basis.

Doctoral and specialized institutions provided the largest pay raises, with average increases of 6.7 per cent. At other types of institution, the increases were as follows: comprehensive, 5.2 per cent; general baccalaureate, 5.4 per cent; and two-year, 5.8 per cent.

Increases for "continuing" faculty members—those who taught at the same institution in 1984-85 and in the current academic year—are higher than the overall gains. For all ranks and at all institutions combined, the increase for those faculty members is 7.3 per cent. The gains were 7.0 per cent for full professors, 7.4 per cent for associate professors, 7.9 per cent for assistant professors, and 7.6 per cent for instructors.

The full salary report, which includes additional nationwide averages and salary and fringe benefit figures for over 2,000 institutions, will appear in the March-April issue of *Academe*, the A.A.U.P.'s magazine, which is scheduled to be published in two weeks.

The magazine can be purchased for $25 a copy prepaid from the American Association of University Professors, Suite 500, 1012 Fourteenth Street, N.W., Washington 20005.

The A.A.U.P. table of average salaries by rank for individual colleges and universities, along with nationwide averages by rank, and type and control of institution, will appear later this month in *The Chronicle*.

New Books on Higher Education

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Applying to Colleges and Universities in the United States: A Handbook for International Students, edited by Amy J. Goldstein and Andrew T. Rowan (Peterson's Guides, Department 6707, P.O. Box 2123, Princeton, N.J. 08540; 308 pages; $11.95, plus $2.75 for shipping).

Credo: Teaching and Sharing, by Pacita Guevara-Fernandez (University of Hawaii Press, 2840 Kolowalu Street, Honolulu 96822; 89 pages; $8, plus $1 for shipping). A collection of essays that present the author's philosophy of teaching.

Directory of Grants in the Humanities (Oryx Press, 2214 North Central at Encanto, Phoenix 85004; 256 pages; $55 prepaid).

Diversity, Accessibility, and Quality: A Brief Introduction to American Education for Non-Americans, by Cliff Sjogren (College Board Publications, Box 886, New York 10101; 45 pages; $6 prepaid).

Evaluating Student Performance in Vocational Education, by William Wolansky (Iowa State University Press, 2121 South State Avenue, Ames, Iowa 50010; 115 pages; $10.95, plus $1.50 for shipping).

The Idea of an Ideal Liberal Arts College, by Joe A. Howell and Donald R. Eidson (University Press of America, 4720 Boston Way, Lanham, Md. 20706; 86 pages; $16.75 hardcover, $7.50 paperback, plus $1.25 for shipping in both cases).

Planning for Adult Career Counseling, by Robert D. Bhaerman (National Center for Research in Vocational Education, Ohio State University, Publications Office, Box N, 1960 Kenny Road, Columbus, Ohio 43210; 64 pages; $6.25 prepaid).

The Professoriate—Occupation in Crisis (Higher Education Group, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto M5S 1V6; 390 pages; $7.50, plus $2.50 for shipping). A collection of papers that were presented at a conference at the Ontario Institute for Studies in Education in October 1984; most of the papers deal with the professoriate at Canadian universities.

Research on Written Composition: New Directions for Teaching, by George Hillocks, Jr. (National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801; 369 pages; $19 prepaid for N.C.T.E. members, $24.75 prepaid for non-members). Analyzes the results of research done over the past 23 years.

The Rewarding Challenge: Welcoming Re-Entry Women Students to the Small College, by Elizabeth Y. Mulliken, Mildred Traeder, and Arnold E. Lack (Women's Educational Equity Act Publishing Center, Education Development Center, 55 Chapel Street, Newton, Mass. 02160; 64 pages; $3.75 prepaid). A guide to designing a program for women who are re-entering college after an interval of child rearing or outside employment; based on a program at Midland Lutheran College.

School Law Update, 1985, edited by Thomas N. Jones and Darel P. Semler (National Organization on Legal Problems of Education, 3601 West 29th, Suite 223, Topeka, Kan. 66614; 288 pages; $25.95 for NOLPE members, $29.95 for non-members, plus $1.50 for shipping in both cases). Includes essays on legal issues relating to higher education.

Students in Urban Settings: Achieving the Baccalaureate Degree, by Richard C. Richardson, Jr., and Louis W. Bender (Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington 20036; 69 pages; $6 prepaid for members of A.S.H.E., the American Association for Higher Education, the American Educational Research Association, and the Association for Institutional Research, $7.50 prepaid for non-members).

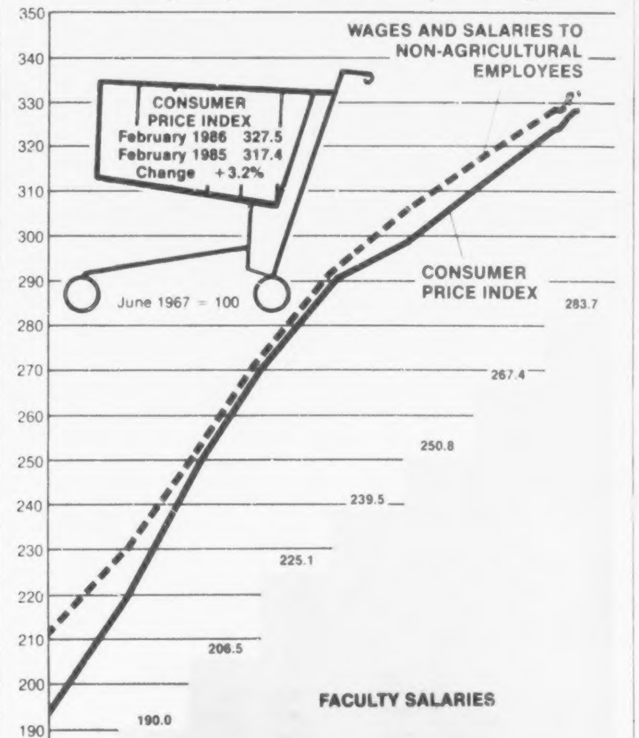
Teaching History Today, by Henry S. Bausum (American Historical Association, 400 A Street, S.E., Washington 20003; 132 pages; $4.50 for A.H.A. members, $6 for non-members, plus $1 for shipping in both cases).

Teaching in the Small College: Issues and Applications, edited by Richard A. Wright and John A. Burden (Greenwood Press, 88 Post Road West, Westport, Conn. 06881; 176 pages; $29.95 prepaid).

Training the New Teacher of College Composition, edited by Charles W. Bridges (National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801; 149 pages; $10 prepaid for N.C.T.E. members, $13 prepaid for non-members).

The Yearbook of School Law: 1985, edited by Stephen B. Thomas (National Organization on Legal Problems of Education, 3601 West 29th, Suite 223, Topeka, Kan. 66614; 374 pages; $25.95 for NOLPE members, $29.95 for non-members, plus $1.50 for shipping in both cases). Includes analyses of court cases in 1984 that were significant for higher education.

Faculty Pay and the Cost of Living



SOURCES: DEPARTMENT OF LABOR, DEPARTMENT OF COMMERCE, AND AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

FACT-FILE

Faculty Salaries, 1985-86

	Salary					1-year increases			
Doctoral institutions	95th percentile	80th percentile	60th percentile	40th percentile	20th percentile	Public	Indep. private	Church-related	All
Professor	$57,000	$51,900	$47,400	$43,400	$40,300	7.0%	6.2%	8.6%	6.8%
Associate professor	38,800	36,800	34,700	33,200	31,300	6.5%	5.9%	6.6%	6.4%
Assistant professor	32,200	30,300	28,500	27,600	26,300	7.3%	6.3%	6.1%	7.1%
Instructor	29,000	24,500	22,500	21,000	19,700	5.7%	5.2%	6.5%	5.6%
All ranks	—	—	—	—	—	6.9%	6.1%	7.3%	6.7%
Comprehensive institutions									
Professor	$45,700	$42,200	$38,900	$36,800	$33,500	4.5%	6.0%	6.2%	4.8%
Associate professor	35,400	33,800	31,600	30,000	27,900	5.4%	6.4%	5.8%	5.6%
Assistant professor	29,400	27,700	26,200	25,000	23,400	5.4%	6.4%	5.6%	5.5%
Instructor	25,700	23,400	21,500	20,200	18,800	5.7%	7.9%	6.2%	5.9%
All ranks	—	—	—	—	—	5.0%	6.3%	5.9%	5.2%
Baccalaureate institutions									
Professor	$43,200	$36,300	$32,600	$29,300	$25,500	6.5%	4.9%	4.8%	5.3%
Associate professor	33,300	29,800	27,000	24,700	22,000	6.3%	4.9%	5.3%	5.5%
Assistant professor	26,800	24,400	22,800	21,100	19,200	6.3%	5.4%	4.9%	5.4%
Instructor	23,700	21,000	19,400	17,800	16,300	6.3%	5.3%	5.2%	5.6%
All ranks	—	—	—	—	—	6.4%	5.0%	5.0%	5.4%
Specialized institutions									
Professor	—	—	—	—	—	6.7%	8.2%	7.0%	7.3%
Associate professor	—	—	—	—	—	7.1%	5.4%	6.4%	6.3%
Assistant professor	—	—	—	—	—	5.6%	5.7%	3.4%	5.4%
Instructor	—	—	—	—	—	11.9%	7.7%	3.6%	9.1%
All ranks	—	—	—	—	—	6.9%	6.8%	6.0%	6.7%
2-year institutions with academic ranks									
Professor	$40,400	$36,600	$33,800	$31,000	$28,100	5.7%	6.3%	4.7%	5.7%
Associate professor	34,900	31,300	28,900	27,200	24,600	5.5%	5.9%	5.0%	5.5%
Assistant professor	30,600	26,700	24,800	23,100	21,000	6.2%	8.3%	5.3%	6.3%
Instructor	25,400	22,300	21,000	19,700	17,900	6.2%	6.7%	9.2%	6.2%
All ranks	—	—	—	—	—	5.8%	6.9%	5.0%	5.8%
2-year institutions without academic ranks									
All	$36,800	$30,700	$27,100	$23,400	$20,500	5.8%	6.7%	4.5%	5.8%
All institutions except 2-year institutions without academic rank									
Professor	—	—	—	—	—	6.1%	6.0%	6.2%	6.1%
Associate professor	—	—	—	—	—	6.0%	5.8%	5.7%	5.9%
Assistant professor	—	—	—	—	—	6.4%	6.1%	5.2%	6.2%
Instructor	—	—	—	—	—	6.0%	6.2%	5.5%	5.9%
All ranks	—	—	—	—	—	6.1%	6.0%	5.7%	6.1%

— No data reported
Note: Salary figures are based on 1,789 institutions.

SOURCE: AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

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Watson Foundation Awards Fellowships to 70 Graduating Seniors at 37 Colleges

PROVIDENCE, R.I.

The Thomas J. Watson Foundation has awarded fellowships to 70 graduating seniors from 37 U.S. private colleges and universities for a year of independent study abroad after graduation. Following are the fellows, their undergraduate institutions, the countries in which they will study, and their projects:

Colin K. Aldrin-Fieman, Haverford College; India: British who stayed after independence.

Yasser M. Alwan, Colby College; Egypt: Photographing effects of economic development.

David A. Aronson, Wesleyan U.; Ivory Coast and Zaire: Large- and small-scale development projects.

Sandra L. Babcock, Johns Hopkins U.; Austria and Kenya: Women's development projects.

Elizabeth J. Baliff, Brandeis U.; India, Pakistan, and Bangladesh: The art of embroidery.

Ninotchka D. Bennahum, Swarthmore College; Czechoslovakia, France, Germany, Hungary, and Yugoslavia: Avant-garde dance companies.

Arseny C. Besher, St. John's College (Md.); U.S.S.R. and Japan: Russian and Japanese attitudes toward foreigners.

Meg A. Bozzone, St. Lawrence U.; Spain and Portugal: *Duende*, or passion, in folk dance.

James D. Brown, St. Lawrence U.; Scotland: Spiritual ties to the land.

Shelly R. Browning, U. of the South; China, Australia, and England: Physicians' relations with patients.

Josephine M. Burt, College of the Holy Cross; Chile, Peru, Argentina, and Ecuador: Liberation theology and base communities.

Roger S. Burton, St. John's College (Md.); Taiwan, China, and Hong Kong: Classical and reformed practice of T'ai Chi.

N. Thomas Casper, College of the Holy Cross; England, Scotland, and Ireland: Hospice care of the terminally ill.

Claudia Castaneda, Wellesley College; India: Women's publishing and development.

Hedy Nai-Lin Chang, Occidental College; Singapore, Taiwan, and China: Integration of Chinese women into factories.

Mary C. Coleman, Amherst College; Czechoslovakia, Poland, France, and England: Comparison of Eastern/Western European theater.

Mary Craig, Oberlin College; Germany, Austria, and Switzerland: Participant/observer: Working in the opera costume shops.

Pamela Dillard, Newcomb College; England, France, Austria, Germany, and Netherlands: Vocal studies and curriculum.

Jesse A. Dizard, Brandeis U.; Algeria, Morocco, Senegal, and Cameroon: Why do African authors write in French?

Kelli A. Dokos, Newcomb College; Western Europe, U.S.S.R., and India: Development of stone inlay—Renaissance to modern.

Nelson J. Fernandez, Amherst College; France, England, and Spain: Public discourse on the AIDS crisis.

William M. Fisher, St. John's College (N.M.); Britain, Germany, France, Spain, and Italy: Evolution of the Roman short sword.

Lisa H. Fisher, Newcomb College; Western and Eastern Europe: 19th-century glassmaking.

Amy L. Friedman, Bryn Mawr College; England, Itlay, and India: Women's political theater.

LoriAnn Girvan, Colgate U.; Sierra Leone: A women's secret society—the Sande.

Lauren Handelman, Amherst College; Thailand and Australia: Effect of Western health care on traditional Khmer medicine.

Gordon Hanson, Occidental College; Honduras, Peru, and Dominican Republic: Agriculture co-ops and political development.

Jon D. Hanson, Rice U.; England and Scotland: Tragic choices—British neonatal-care decisions.

Bernice A. E. Harleston, Wellesley College; Kenya: Pastoral peoples and political power.

Clement J. Jacobson, Colorado College; Mexico: Health-care delivery to the urban poor.

Karen Jagielski, Bates College; China, U.S.S.R., Pakistan, India, Nepal, and Tibet: The pilgrimage of Hsuan-tsang from China to India.

John N. Jones, Claremont McKenna College; Spain, France, Libya, and Belgium: Study of a Spanish mystic, Francisco de Osuna.

Jay S. Kaufman, Johns Hopkins U.; Jamaica, Cuba, Puerto Rico, and Dominican Republic: Popular music and political change.

Regina A. Kelly, Williams College; England, France, Spain, Poland, and Yugoslavia: "Fantastic Realism" in the theater.

Ben A. Kinmont, Pomona College; France, England, Switzerland, and Germany: Contemporary neo-expressionism.

Thomas P. Lakeman, U. of the South; England, France, Austria, Germany, and Poland: Playwriting for theater companies.

Carol LaLiberte, College of the Atlantic; Europe, India, and Japan: Sustainable agriculture and soil science.

Anne M. Lambert, Davidson College; Japan: Gender roles in Kabuki and contemporary theater.

Nicole LeBlanc, Newcomb College; England, France, and Italy: The art and craft of custom millinery.

Tanya L. Marcuse, Oberlin College; Venezuela: Photo documentation of the Bari Indians.

Elisabeth S. Marr, Williams College; Norway and Peru: The lives of herders.

Eduardo A. Martinez, Colorado College; Germany and Turkey: Adaptation and integration of Turkish workers.

Douglas J. Mason, Lawrence U.; Brazil, Costa Rica, and Ecuador: Impact of deforestation on bird populations.

John A. Mueller, Colgate U.; Japan: A study of festivals.

Allison McAlpine, Reed College; Britain and Nigeria: Political theater—techniques and traditions.

Cameron McWhirter, Hamilton College; Ethiopia, Kenya, and Sudan: Survival strategies among drought refugees.

Andrew Noss, Carleton College; Tanzania, Zaire, and Zambia: Careers in African development.

Adam Penenberg, Reed College; India: Music making.

Brian G. Pertl, Lawrence U.; India: The music of meditation.

Melinda Phillips, Union College; Argentina, Colombia, Mexico, and Peru: Latin American political theater.

Noah Pickus, Wesleyan U.; South Africa: Theology, seminaries, and society.

James D. Polk, Kenyon College; Nigeria: Yoruba dance rituals.

Amy E. Raymond, Hendrix College; Crete and Turkey: Prehistoric gynocentric religious images.

Grantland S. Rice, Colby College; New Zealand: Retracing the route of W. S. Green.

Leah R. Rosenberg, Johns Hopkins U.; Germany and Poland: A historical novel on Bettine von Arnim.

Sayres S. Rudy, Davidson College; Jordan, Kuwait, and West Bank: Palestinian relief and development projects.

Theodore B. Rybeck, Haverford College; Germany, Great Britain, Japan, and Mexico: Retooling the steel industry.

Sara Snyder, Bryn Mawr College; Brazil: Afro-Brazilian music and art.

Anne D. Southworth, Williams College; Brazil, Great Britain, and Nigeria: Ecology of the common tern.

Laureen Sutton, St. John's College (N.M.); Indonesia: Traditional childbirth techniques.

Mary E. Topping, College of the Holy Cross; French-speaking West Africa: Evaluation of health-care projects.

Margo True, Pomona College; Australia and Great Britain: Feminist theater.

Karen I. Tse, Scripps College; Hong Kong, Indonesia, Malaysia, and Singapore: "Forgotten" Southeast Asian refugees.

Amy L. Turner, Pitzer College; England, France, Germany, and Ireland: Homage to Samuel Beckett.

Vincent W. Uher, III, Rice U.; Portugal and Spain: Popular song: the Fado and Sevillana.

Wendy M. Walker, Middlebury College; India, New Guinea, Tanzania, and Togo: Photography of women's ceremonies.

Stephen B. Wiley, Swarthmore College; Argentina, Chile, and Cuba: The Nueva Cancion movement.

Ruthanne K. Williams, Reed College; Finland, France, and Sweden: Literature of sexual violence.

Rebecca E. Wilson, Scripps College; Ireland, Scotland, and Wales: Contemporary women's poetry.

David F. Wolczyk, Reed College; Canada, Norway, Scotland, and Sweden: Effects of acid rain on fish populations.

Freshman Merit Scholars

Institutions enrolling the most in 1985

This table shows the top 51 colleges and universities attended by freshman Merit Scholars named in 1985.

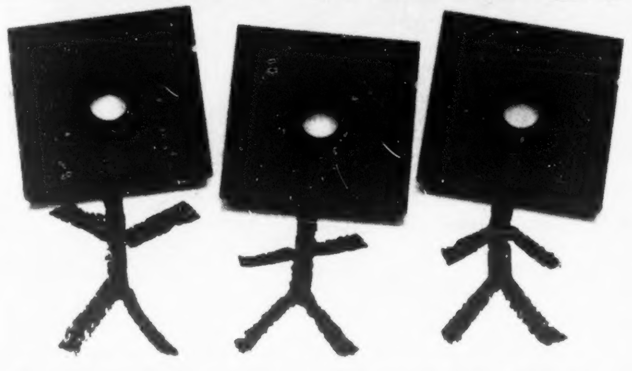
The first column lists the total number of Merit Scholarship winners, while the second column shows the number of those whose scholarships were paid for by the institution, not by the National Merit Scholarship Corporation or other corporate sponsors.

Over all, 6,021 freshman Merit Scholars were enrolled—3,582 at 238 private institutions and 2,439 at 158 public institutions.

	Number of scholars	Number sponsored by institution
1. Harvard and Radcliffe Colleges	318	—
2. University of Texas at Austin	271	221
3. Rice University	179	116
4. Texas A&M University at College Station	167	123
4. Yale University	167	—
6. Princeton University	163	—
7. Stanford University	153	—
8. Massachusetts Institute of Technology	143	—
9. Northwestern University	120	73
10. Michigan State University	117	91
11. Carleton College	111	84
12. Georgia Institute of Technology	108	75
13. University of Chicago	94	60
14. Trinity University	89	67
15. University of Florida	85	73
16. University of Michigan	77	—
17. Duke University	73	9
18. University of California at Los Angeles	72	55
19. Washington University	71	44
20. University of California at Berkeley	70	—
21. Cornell University	62	—
21. U. of Minnesota at Minneapolis–St. Paul	62	46
23. University of Illinois at Urbana–Champaign	59	—
23. Ohio State University at Columbus	59	45
25. Baylor University	56	44
25. Brown University	56	—
27. University of Virginia	55	—
28. Harvey Mudd College	52	39
29. Brigham Young University	51	34
30. Dartmouth College	50	—
31. Iowa State University	48	36
31. University of Pennsylvania	48	—
33. Oberlin College	47	30
34. University of Iowa	41	28
35. Auburn University	37	32
35. Purdue University	37	—
35. Southern Methodist University	37	27
35. University of Wisconsin at Madison	37	—
39. Florida State University	35	32
40. California Institute of Technology	34	—
40. St. Olaf College	34	30
42. Case Western Reserve University	33	17
42. Vanderbilt University	33	13
44. Miami University	31	20
44. University of Nebraska at Lincoln	31	26
46. University of Georgia	30	23
46. University of Maryland at College Park	30	25
46. University of North Carolina at Chapel Hill	30	—
46. Pomona College	30	18
46. Rose-Hulman Institute of Technology	30	23
46. Williams College	30	—

SOURCE: NATIONAL MERIT SCHOLARSHIP CORPORATION

RESEARCH ASSISTANTS.



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News Summary

Articles on inside pages

James B. Tatum is the first community-college trustee to be honored for distinguished service by the Association of Governing Boards of Universities and Colleges. Story on Page 3.

An interest in children led Robert Coles to take up an unusual kind of research of which other scholars are wary. Story on Page 6.

A senior U.S. official has called a Harvard University study of hunger in America "seriously flawed." Story on Page 12.

A shortfall in federal funds for Pell Grants could force drastic cuts in awards to students in the fall. Story on Page 13.

The University of Oklahoma is investigating its affiliation with the Summer Institute of Linguistics, which is supported by a Christian missionary organization. Story on Page 13.

Woman professors say progress in eliminating sex discrimination in promotion and tenure decisions has been slow. Story on Page 23.

Patricia M. Battin of Columbia University is one of the few people in higher education to be both a head librarian and an academic-computing chief. Story on Page 39.

The increasing popularity of the N.C.A.A.'s basketball tournament has made the choice of sites for the "Final Four" a problem. Story on Page 41.

A boycott of classes by black secondary-school students that was in effect in South Africa for most of last year will not be resumed. Story on Page 44.

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STANDOFF IN PALM SPRINGS

WIDE WORLD

Police officers in Palm Springs, Cal., used Mace to keep order after thousands of vacationing students rampaged on the resort city's main streets. More than 100 were arrested. Story on Page 43.

Universities Asked to Help Reform Teacher Education

Deans outline major changes for schoolteaching profession

By ROBERT L. JACOBSON

Urging America's research universities to "respond to the crisis in public education," education deans from several dozen such institutions have outlined an ambitious program for reforming teacher education and the schoolteaching profession.

Only if leading universities, including their top administrators, are prepared to give priority to solving fundamental problems in elementary and secondary education can the nation expect to improve its schools, the deans declared in a report scheduled for public release this week.

American universities "know quite well how to provide outstanding professional education" in other fields, they said, and "there is no doubt that our universities can do an equally outstanding job for teachers. The only question is whether they will."

Known collectively as the Holmes Group, the deans sent copies of their report last week to education deans and chief academic officers at 123 public and private universities throughout the country and invited them to become charter members of the organization. They listed these main goals:

► "To make the education of teachers intellectually more solid."

► "To recognize differences in teachers' knowledge, skill, and commitment, in their education, certification, and work."

►."To create standards of entry to the profession—examinations and educational requirements—that are professionally rel-

Continued on Page 27, Column 1

The text of the main sections of a report by university deans on reforming teacher education and teaching begins on Page 27.

Hundreds of Colleges Found Violating Accounting Rules in Finance Reports

WASHINGTON

A nationwide study has found that many colleges and universities are violating basic accounting rules. The finding came at a time when independent rule-making agencies were developing new standards for financial reporting by such institutions.

The study, by the accounting firm of Peat, Marwick, Mitchell & Co., found that most colleges and universities appeared to be complying "overall" with so-called generally accepted accounting principles. In some areas, however, as many as several hundred institutions were found to be departing from recommended procedures and were thus suspected of providing misleading information about their financial activities to constituents, the public, and government officials.

The study encompassed survey data from 889 institutions and analyses by Peat Marwick of financial statements provided by 598 of them. The survey was made last spring in cooperation with the National Association of College and University Business Officers.

In a report of the results, Peat Marwick gave these examples of "major divergences" from prescribed accounting practices by colleges and universities whose statements it reviewed:

► 269 of 348 institutions that included annuity funds on their balance sheets failed to record any liabilities for the annuities, meaning that they may have significantly overstated the funds' "expected ultimate value."

► 415 of 598 responding institutions did not record or disclose donors' pledges, ei-

Continued on Page 38, Column 1

Why Are Some of the World's Best Athletes Running in a Basement at Georgia State?

JOHN R. DISNEY

Physiologist David E. Martin, left, checks equipment as Tom Byers works out on a treadmill.

By PETER MONAGHAN

ATLANTA

David E. Martin's best test-takers never come to class.

Occasionally, however, they drop by his physiology laboratory in the basement of Kell Hall at Georgia State University and rack up some extraordinary scores.

These star students are, strictly speaking, not students at all. They are some of the world's best high-jumpers and distance runners, and they demonstrate their prowess in tests on treadmills.

Among them are such big names in American track and field as Dick Beardsley, Bruce Beckford, Tom Byers, Pat Porter, and Craig Virgin. Once in a while, foreign stars such as the Belgian high-jumper Eddy Annys and the English runner Sebastian Coe—the only athlete ever to have won two Olympic 1,500-meter gold medals in a row—drop by, too.

The athletes swear by their professor's teaching methods.

Dwight Stones, a former world record holder in the high-jump, says Mr. Martin has the rare ability to sit down with athletes after the tests and demystify the results. "I've got a semester's worth of knowledge about physiology and anatomy in one hour sitting there with him drinking a beer," he says.

Since 1982, about a dozen carefully se-

Continued on Page 42, Column 3

not a member of the 'old-boy' network," she says.

At Santa Cruz, Ms. Shaw devoted her scholarly work to the field of community studies and, in particular, to the role of women in social institutions. At the time of her tenure review, she had published one book, *Forced Labor: Maternity Care in the United States*, and written papers on the health problems of woman prisoners, calling attention to the discrimination faced by poor, non-white women in hospitals and prisons.

In explaining his decision to deny tenure to Ms. Shaw, Chancellor Sinsheimer wrote, "The papers . . . are minimally analytical, avoiding abstract concepts and problems of theory. Put differently, it is difficult to see why this work could not have been done by any skilled investigative journalist."

Ms. Shaw believes there was more at work than questions about the quality of her scholarship. The chancellor's political bias is reflected, she says, in a letter he wrote after the decision. In the letter, which Ms. Shaw cited in her complaint, Mr. Sinsheimer said, "It has become clear that there is an academic network of progressive social scientists who will fervently support any member of the club. This makes even the interpretation of the outside letters very difficult."

The university's Committee on Privilege and Tenure, which considered Ms. Shaw's case, said it was inappropriate for Mr. Sinsheimer to allow political considerations to influence his decision and recommended that she be given another review. However, David Saxon, then president of the University of California system, rejected those recommendations and refused to reopen the case.

Those administrative decisions have convinced Ms. Shaw that she was the victim of discrimination because the field she chose to study is not in the academic "mainstream."

"By definition, my work deals with people who are excluded," she says. "When research is done on people who are not highly valued, though, the research takes on the ranking of the groups being studied, even though, from a humanistic viewpoint, this work can be very important."

Her charges are denied by David M. Birnbaum, counsel for the regents of the University of California, who says university administrators made every effort to insure that political or sex bias did not enter into the tenure review. The real concern was Ms. Shaw's scholarship, not what she was studying, Mr. Birnbaum says.

"There were questions about the quality of her examination of those areas. That was the uniform response of people who didn't recommend her," he says.

The possibility of discrimination in a multi-layered review system like the one at Santa Cruz is actually quite slim, says Mr. Birnbaum. "The tenure-review system is designed to make it unlikely that anyone would be denied tenure because of prejudice," he says. "There are so many levels of review—you'd be talking about a giant conspiracy."

When people are turned down for tenure, it can be a harsh blow, Mr. Birnbaum acknowledges.

"I don't doubt for a minute Ms. Shaw's sincerity," he says. "It's very difficult, when you've worked long and hard, to be told that you don't meet our standards. A lot of people react, in effect, by killing the messenger."

•

Today women make up little more than one-quarter of all tenured professors. According to the Department of Education's Center for Statistics, about 70 per cent of male faculty members nationwide hold tenure, while only 50 per cent of women have that status.

Some charge that, ultimately, evaluations of women's scholarly work—such as the criticism of Ms. Shaw's research as "journalistic"—are not true evaluations but an automatic response to what is seen as a commitment to a cause.

"Critics see women's studies as being overtly value-laden, as if they didn't have values in their own approaches," says Ms. Paul. "They don't like work that is laden with the values of women. History, religion, philosophy are all permeated with some sort of values, though."

The slowness with which they are achieving tenure has left many women embittered, yet committed to challenge what they see as institutional "foot-dragging." The women who choose to fight say their cases represent more than personal reactions, and reflect broader issues of social and political interest. Not to fight, they say, would only reinforce the status quo.

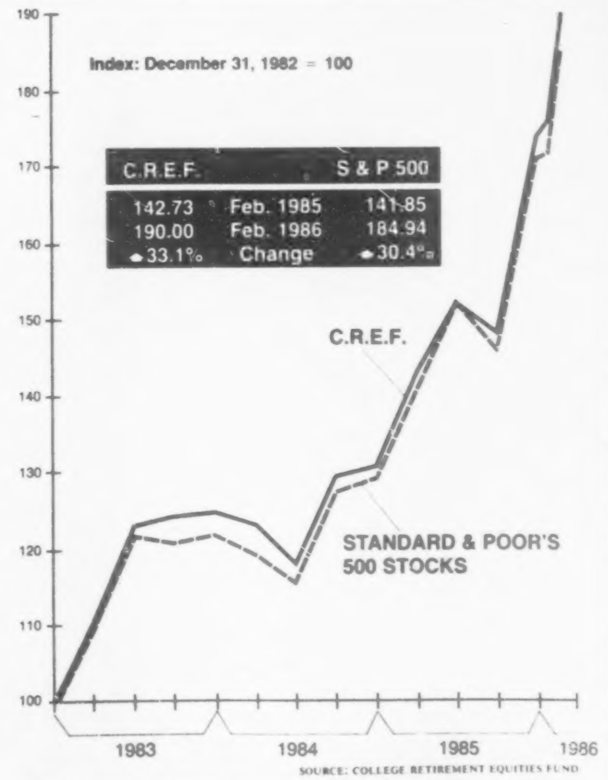
"The general political situation in this country has made women and feminist studies more acceptable in academe, but there's still hostility," says Mr. Rebholz. "The degree to which it is acceptable could change, depending on the politics of the country."

The university expected that she would just go away, says Ms. Shaw. "You're made to feel like a tiny speck of dust in front of a giant steamroller," she says. "It's one thing to fight city hall, but to fight the university is much worse."

If she didn't try to change her situation, says Ms. Paul, "I would be sending the message that you can't challenge the institution."

She adds: "There's nothing worse than walking away and wondering, if you had put yourself on the line, could you have helped other people coming after you."

Pension Money in the Stock Market



SOURCE: COLLEGE RETIREMENT EQUITIES FUND

Pension funds invested in common stocks by the College Retirement Equities Fund had a total investment return (changes in market value, plus dividends, less investment costs) of 33.1 per cent during the 12 months ending February 28. The value of one "accumulation unit" (share) for February was $92.83.

New Books on Higher Education

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Educating Managers: Executive Effectiveness Through Liberal Learning, by Joseph S. Johnston, Jr., and others (Jossey-Bass Publishers, 433 California Street, San Francisco 94104; 230 pages; $24.95 prepaid). Discusses the relevance of a liberal-arts education to future business managers; the book is also available from the Association of American Colleges, 1818 R Street, Washington 20036 for $19.95 prepaid for AAC members, $24.95 prepaid for non-members.

The ETS Test Collection Catalog, Volume One: Achievement Tests and Measurement Devices (Oryx Press, 2214 North Central at Encanto, Phoenix 85004; 296 pages; $49.50 prepaid). Information in the catalog is based on Test Collection, the Educational Testing Service's computer data base.

Institutional Image: How to Define, Improve, Market It, by Robert S. Topor (Council for Advancement and Support of Education, Publications Order Department, 80 South Early Street, Alexandria, Va. 22304; 68 pages; $18.50 prepaid).

The New Guide to Student Recruitment Marketing, edited by Virginia Carter Smith and Susan Hunt (Council for Advancement and Support of Education, Publications Order Department, 80 South Early Street, Alexandria, Va. 22304; 95 pages; $20.50 prepaid). A collection of 53 articles originally published in *CASE Currents*, showing how to apply basic marketing principles to student-recruitment programs.

Retirement Ages for College and University Personnel (Commission on College Retirement, 875 Third Avenue, New York 10022; 95 pages; free). Includes a policy statement by the commission arguing that a fixed retirement date is essential to a sound and workable retirement system for colleges and universities.

The Role of Accreditation in Directly Improving Educational Quality, by Steven M. Jung (Council on Postsecondary Accreditation, One Dupont Circle, Suite 305, Washington 20036; 30 pages; $8 prepaid).

Universities of the Caribbean Region—Struggles to Democratize: An Annotated Bibliography, compiled by Barbara Ashton Waggoner and George R. Waggoner (G. K. Hall & Company, 70 Lincoln Street, Boston 02111; 310 pages; $55 prepaid).

FACT-FILE

Median Salaries of Administrators in 'Secondary' Positions, 1985-86

The following table is a companion to the Fact-File of primary officials' salaries that appeared in the March 19 issue of *The Chronicle*. The College and University Personnel Association conducted the survey. The figures, based on reports from 1,371 colleges and universities, are intended only to give a broad view of salaries. Copies of the report, *1985-86 Administrative Compensation Survey*, are available from CUPA, 11 Dupont Circle, Suite 120, Washington 20036. The price is $50 for CUPA members, $150 for non-members participating in the survey, and $200 for others.

	All universities	All 4-year colleges	Public 2-year colleges	All institutions
Assistant to president:				
Institution	$40,711	$31,350	$32,591	$34,800
System	52,000	—	35,730	44,000
Director:				
Annual giving	32,000	25,450	—	28,300
Conferences	32,760	23,000	—	28,251
Corporate and foundation relations	36,000	28,000	—	32,730
Estate planning	40,520	27,550	—	35,000
Governmental and legislative relations	49,000	—	—	48,228
Health and safety	34,086	—	—	33,000
Medical-center				
Public relations	40,000	—	—	37,690
Personnel	40,688	—	—	41,489
Sports information	24,140	18,153	—	22,040
Telecommunications	35,000	23,000	34,800	32,968
Manager:				
Benefits	27,100	19,152	24,707	25,992
Building maintenance trades	29,300	24,716	24,598	27,288
Custodial services	25,536	20,349	21,541	23,135
Employee relations	34,968	—	—	32,358
Employment	27,874	23,820	25,049	27,500
Landscape and grounds	26,320	21,200	21,687	24,000
Payroll	26,172	18,060	20,900	23,600
Personnel information	30,500	—	24,860	26,867
Power plant	30,828	28,065	26,190	29,956
Technical trades	30,943	25,738	24,316	29,791
Training and development	29,823	—	33,009	29,850
Wage and salary	29,313	19,715	26,002	28,560
Associate director:				
Admissions	29,940	22,553	22,179	25,390
Affirmative action and equal employment	29,897	27,177	—	29,338
Bookstore	23,730	16,200	18,200	20,932
Budget	37,400	25,680	29,919	35,000
Computer center	40,250	24,500	33,867	34,967
Academic	39,720	29,266	—	36,257
Administrative	42,400	27,920	28,314	36,300
Food services	29,988	21,000	—	28,500
Institutional research	33,000	20,600	—	30,033
Personnel	32,028	24,918	27,305	30,291
Physical plant and facilities management	35,730	24,600	30,298	31,800
Publications	24,648	19,500	22,738	22,920
Purchasing	28,560	19,418	23,430	26,590
Student counseling	32,906	21,158	27,184	28,000
Student financial aid	27,000	19,000	23,631	23,052
Student housing	29,379	18,096	—	25,390
Student union	26,793	20,580	—	24,823
Associate:				
Bursar	26,300	15,028	19,938	23,519
General counsel	42,250	—	—	41,796
Registrar	29,997	20,400	25,672	26,625
Assistant director, admissions	22,692	18,250	23,290	20,636
Assistant registrar	22,423	18,000	21,260	20,300
Librarian:				
Acquisitions	28,692	20,354	25,842	22,675
Circulation	24,972	19,323	24,700	22,700
Public services	32,677	22,500	28,073	28,220
Reference	27,850	21,400	26,410	24,960
Technical services	31,180	22,400	27,660	26,751
Coordinator, resource development	22,402	20,900	—	22,500
Data base administrator	34,967	26,249	32,550	33,409
Student union, business manager	26,000	—	—	26,000
Programmer:				
Analyst I*	26,450	23,000	27,036	26,196
Analyst II**	20,778	18,900	20,641	20,300
Systems:				
Analyst I*	32,164	27,000	31,059	31,577
Analyst II**	26,000	22,000	24,849	25,576
Housing officer:				
Administrative operations	26,669	19,937	—	25,750
Family housing	25,740	—	—	25,896
Residence life	24,450	16,700	—	21,382
Head coach:				
Football	45,900	31,388	31,772	38,700
Men's basketball	42,000	30,100	28,800	34,400
Women's basketball	28,000	24,200	28,255	27,165
Baseball	30,708	26,784	27,847	29,790
Men's tennis	28,737	23,500	26,878	28,197
Women's tennis	23,000	27,331	—	24,200
Men's soccer	27,000	24,200	—	26,609
Women's soccer	22,824	25,964	—	23,730

— No data or insufficient number of responses.
* Highest level
** Lowest level

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

C2175-1

Average Faculty Salaries at More than 2,000 Colleges: Page 23

THE CHRONICLE
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News Summary

Articles on inside pages

"Women of color" have been neglected in research on U.S. history, according to scholars at the meeting of the Organization of American Historians. Story on Page 6.

College presidents converged on Capitol Hill last week to protest cuts in federal spending on higher education. Story on Page 13.

Students at community colleges receive less federal aid in proportion to their costs than do those at many four-year institutions, a study has found. Story on Page 13.

Companies that give money to combat social problems but do not speak out against cuts in U.S. funds for such purposes are being hypocritical, an official charged last week. Story on Page 20.

Senior professors are the ones most in need of "renewal" and the ones least likely to accept it, according to faculty-development specialists. Story on Page 21.

Feminists are in the minority among college students, many of whom shun or oppose women's-rights activists. Story on Page 31.

A massive six-year study by the N.C.A.A. is designed to test the impact of the organization's academic standards for freshman athletes. Story on Page 35.

Unprecedented upheavals in South African education have triggered significant changes in enrollment patterns at several universities there. Story on Page 39.

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'LITMUS TEST' FOR RESEARCH

Politics Inhibit Scholarship on China, Even as the Field Thrives, Experts Say

By ELLEN K. COUGHLIN

NEW YORK

Politics have repeatedly intruded on the field of Chinese studies in the last few decades, limiting the subjects scholars could easily study and constraining their freedom to speak out on issues related to China, according to leading researchers in the discipline.

In spite of that—some say because of it—the study of China in the United States has flourished.

"Few fields of scholarly endeavor have been as affected by politics as has been the study of China," said Michel Oksenberg, professor of political science at the University of Michigan. "We have in the case of China, in terms of the sociology of knowledge, a very interesting litmus test of what the relationship of scholarship and politics produces."

He and other scholars who specialize in Chinese studies spoke at the annual meeting here of the American Council of Learned Societies.

Mr. Oksenberg outlined four periods in recent American history in which politics affected the fluctuating fortunes of Chinese studies:

► The McCarthy era, during which the field degenerated into a virtual civil war between scholars of the right and the left. As a result of that "bruising battle," he

Continued on Page 6, Column 2

State Colleges Told They Often 'Invite' Political Intrusion

By SCOTT JASCHIK

State-university leaders, who frequently complain about political interference in academic matters, sometimes "practically invite" such intrusion, says Frank Newman, president of the Education Commission of the States.

Mr. Newman has studied both successful and troubled relationships between state political leaders and their public universities in preparation for a report, *Public Policy and Political Intrusion in the State University*, to be published later this year. The Ford and Andrew W. Mellon Foundations sponsored the study.

When college officials who are unhappy with the decisions of a president or governing board direct their complaints to legislators, "government can hardly be blamed

Continued on Page 18, Column 1

Beirut U. Professor Killed After U.S. Attack on Libya

A professor at the American University of Beirut was one of three Englishmen murdered in Lebanon last week in the wake of the U.S. bombing of Libya. See story on Page 39. The bombing raid led to protests by students in the United States (Page 33) and abroad (Page 42).

Senate Unit Rejects Tax Restrictions on College Pensions

Committee drops limitation on bonds for construction

By STACY E. PALMER

WASHINGTON

Higher education scored two major victories in the tax-reform battle on Capitol Hill last week. The Senate Committee on Finance agreed to:

► Reject severe restrictions on the retirement benefits that colleges and other non-profit organizations may provide to their employees. The House of Representatives approved such restrictions last year.

► Exempt all colleges and universities from any limits on the volume of tax-exempt bonds they can use to finance construction and renovation of college facilities. The tax bill passed by the House would curb substantially the use of tax-free bonds by private colleges.

The committee agreed, by a vote of 15 to 4, not to make any major changes in the tax status of the type of retirement plan that is widely used in academe.

'A Long Road Ahead'

College representatives were generally pleased by the victory on the pension issues, but some of them warned that retirement plans for college workers would continue to be in jeopardy for some time.

"We've got a long road ahead of us," said Sheldon E. Steinbach, general counsel of the American Council on Education. He said that because the House and the

Continued on Page 14, Column 1

From City Streets to Campus Pathways: On Patrol with the Guardian Angels

PHOTOGRAPH FOR THE CHRONICLE BY DORAL CHENOWETH, III

Johnerik Wenar (left, with fellow Guardian Angels): "We're trying to make the community a community—to get people to really look out for each other."

By ELIZABETH GREENE

COLUMBUS, OHIO

When the Guardian Angels walk the streets at night, they get noticed. People stare at them, some whistle, others yell remarks. At Ohio State University, where the Angels patrol the campus and its environs on weekend nights, students have nice things to say.

"Gosh, thanks, you guys!"

"Hang tough, kids!"

"How are you doing today?"

Often single file, the volunteer safety patrol marches up and down North High Street—a mile-long stretch adjacent to the campus that is lined with packed bars and students spilling onto the streets. Looking for any criminally suspect activity, the Angels alternate between the street and the unlit, deserted alleyways behind the noisy establishments.

When that gets boring, they move on to cover the sprawling 3,242-acre campus.

Says Johnerik C. Wenar, who graduated from Ohio State last month with a degree in

Continued on Page 34, Column 1

FACT-FILE

Average Salaries for Full-Time Faculty Members This Year at More than 2,000 U.S. Colleges and Universities

The following table shows average faculty salaries by rank at more than 2,000 institutions in 1985-86.

The figures are reported in thousands of dollars and are rounded to the nearest hundred. They are adjusted to a standard, nine-month basis.

The salaries listed are those of full-time members of the instructional staff, excluding those at medical schools.

The designations I, IIA, IIB, III, and IV are defined in the rating scale at the right, which shows the percentile distributions of salaries for each academic rank. Institutions that specialize in one discipline, such as business or engineering, are designated "IIC." Because those institutions are diverse, salary ratings have not been calculated for them.

A dash appears where the institution has five or fewer faculty members at that rank, and a blank space indicates that the institution has no faculty members at that rank.

Average salaries for two-year institutions without academic ranks appear in a separate table beginning on Page 26.

The table omits footnotes qualifying the figures reported by some colleges and universities.

As reported in *The Chronicle* on April 2, the average salary of faculty members of all ranks at all institutions combined is $33,090, a one-year increase of 6.1 per cent.

The figures were compiled for the American Association of University Professors by Maryse Eymonerie Associates of McLean, Va.

A table of average faculty salaries and one-year increases, by rank and by type and control of institution appears on Page 25.

The full salary report, which includes data on fringe benefits and average salaries by sex, is available for $25 prepaid from the American Association of University Professors, Suite 500, 1012 14th Street, N.W., Washington 20005.

ALABAMA

	Prof	Assoc Prof	Asst Prof	Inst
Alabama A&M U, IIA	32.4	29.0	24.4	18.1
Alabama St U, IIA	34.1	30.6	25.6	20.2
Athens St C, IIB	37.7	33.9	27.3	—
Auburn U				
Main campus, I	43.4	34.2	28.5	19.5
Montgomery, IIA	39.8	33.8	26.5	22.0
Birmingham-Southern C, IIB	31.3	24.4	22.3	—
Concordia C, III	—	—	20.1	—
Faulkner U, III	—	—	19.0	—
Huntingdon C, IIB	26.8	23.1	21.3	—
Jacksonville St U, IIA	35.1	33.5	28.3	25.3
Judson C, IIB	25.5	—	19.7	—
Livingston U, IIB	29.8	23.6	21.0	17.8
Mobile C, IIC	—	23.0	20.8	19.4
Oakwood C, IIB	20.9	22.5	20.1	18.9
Southeastern Bible C, III	—	—		18.5
Spring Hill C, IIB	32.3	26.8	22.8	—
Stillman C, IIB	21.7	19.8	18.2	15.0
Troy St U				
Main campus, IIA	34.6	29.0	24.4	20.2
Dothan-Ft Rucker, IIA	—	—	27.4	—
Montgomery, IIA	—	29.1	22.8	19.2
Tuskegee U, IIA	30.4	24.8	22.3	18.0
U of Alabama, I	45.4	33.9	28.0	19.0
Birmingham, I	42.0	32.3	26.2	19.3
Huntsville, IIA	43.9	32.6	27.1	22.2
U of Montevallo, IIA	34.2	29.9	24.8	—
U of North Alabama, IIA	38.7	31.7	26.8	21.9
U of South Alabama, IIA	37.4	30.4	27.0	23.4

ALASKA

	Prof	Assoc Prof	Asst Prof	Inst
U of Alaska				
Anchorage, IIA	54.9	43.0	34.0	30.9
Fairbanks, IIA	59.4	48.6	38.9	31.9
Juneau, IIB	—	45.9	37.3	—

ARIZONA

	Prof	Assoc Prof	Asst Prof	Inst
American Grad Sch of Internat'l Mgmt, IIC	37.8	30.4	24.7	—
Arizona St U, I	44.0	34.0	28.5	21.3
Grand Canyon C, IIB	28.8	24.6	19.5	18.2
Northern Arizona U, IIA	41.3	30.4	26.6	21.9
U of Arizona, I	46.1	34.1	28.3	22.8

ARKANSAS

	Prof	Assoc Prof	Asst Prof	Inst
Arkansas C, IIB	31.1	26.9	24.2	20.0
Arkansas St U				
Main campus, IIA	36.2	30.9	25.1	21.2
Beebe, III		—	26.2	20.7
Arkansas Tech U, IIB	32.2	28.8	25.9	21.7
Central Baptist C, IIC	19.8	—	—	—
C of the Ozarks, IIB	21.1	18.7	16.3	—
Harding U				
main campus, IIB	26.6	22.7	20.5	18.5
Henderson St U, IIA	31.5	26.7	23.4	19.5
Hendrix C, IIB	32.2	27.2	22.6	
John Brown U, IIB	29.4	26.6	24.0	19.1
Ouachita Baptist U, IIA	30.6	25.8	22.1	19.4
Southern Ark U				
main campus, IIB	33.2	29.3	25.7	19.8
U of Arkansas				
Fayetteville, I	41.3	32.3	26.8	19.8
Little Rock, IIA	39.2	30.2	25.6	21.1
Monticello, IIB	31.2	25.7	24.1	20.2
Pine Bluff, IIB	30.5	26.8	23.9	20.2
U of Central Ark, IIA	36.3	31.2	25.2	20.9

CALIFORNIA

	Prof	Assoc Prof	Asst Prof	Inst
Azusa Pacific U, IIA	27.7	24.3	21.3	18.6
Biola U, IIA	33.4	26.8	22.2	17.8
California Inst of Tech, I	59.4	44.1	35.5	
California Lutheran C, IIA	33.5	26.7	23.4	22.0
California St U				
Bakersfield, IIA	44.6	34.7	27.0	—
Chico, IIA	44.7	34.2	28.2	24.2
Dominguez Hills, IIA	44.6	34.5	27.6	—

CALIFORNIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
California St U—Continued				
Fresno, IIA	45.2	34.1	27.2	25.0
Fullerton, IIA	45.0	35.2	27.7	—
Hayward, IIA	44.8	34.4	27.4	24.2
Humboldt St U, IIA	44.3	34.0	27.8	
Long Beach, IIA	45.2	35.1	28.0	24.1
Los Angeles, IIA	44.6	34.9	28.7	—
Northridge, IIA	45.0	34.3	28.0	25.0
Poly St U-San Luis Obispo, IIA	44.4	34.5	28.1	—
St Poly U-Pomona, IIA	45.2	34.4	28.1	—
Sacramento, IIA	44.6	34.6	27.6	24.2
San Bernardino, IIA	44.2	34.6	28.1	—
San Diego St U, IIA	45.1	35.1	28.4	24.5
San Francisco St U, IIA	44.5	34.0	28.0	24.1
San Jose St U, IIA	45.2	34.7	28.0	24.7
Sonoma St U, IIA	44.8	34.5	27.6	—
Stanislaus, IIA	44.6	34.3	27.8	24.4
Chapman C, IIA	35.9	31.4	26.7	
Claremont Grad Sch, I	54.6	38.8	28.4	
Claremont McKenna C, IIB	45.9	34.4	29.5	—
Cogswell C, IIC	—	26.0	—	
C of Notre Dame, IIA	28.2	21.3	18.7	—
Harvey Mudd C, IIC	50.2	36.6	29.5	—
Holy Names C, IIA	—	24.6	20.9	—
Los Angeles C of Chiropractic, IIC	32.2	26.2	21.7	17.9
Loyola Marymount U, IIA	47.1	37.1	28.0	—
Mennonite Bretheren Bible Sem, IIC	—	26.5	—	
Mills C, IIA	43.2	31.6	26.4	21.0
Monterey Inst of Internat'l Studies, IIA	38.8	27.8	22.4	—
Mount Saint Mary's C, IIB	30.7	24.8	22.1	17.9
Naval Postgrad Sch, IIC	46.9	36.2	29.6	
Occidental C, IIB	43.3	33.5	26.8	25.5
Ohlone C, III	38.2	34.9	31.2	30.2
Pacific Union C, IIB	25.5	24.1	22.5	20.7
Pepperdine U, IIA	44.8	35.6	31.1	—
Pitzer C, IIB	41.2	—	26.4	
Pt Loma Nazarene C, IIB	33.3	26.6	22.0	—
Pomona C, IIB	47.2	33.9	26.7	—
Saint Mary's C of Cal, IIA	40.3	31.4	25.0	
Santa Clara U, IIA	54.4	37.7	29.6	
Scripps C, IIB	39.1	30.0	24.0	—
Southwestern U, IIC	48.9	—	—	
Stanford U, I	63.1	43.2	34.7	
U of California				
Berkeley, I	59.2	38.2	33.1	
Davis, I	52.3	35.5	31.3	
Irvine, I	54.5	37.7	31.7	
Los Angeles, I	57.6	37.4	32.8	
Riverside, I	51.8	35.7	30.5	
San Diego, I	55.7	37.1	31.9	
San Francisco, IIC	61.6	45.1	40.7	
Santa Barbara, I	54.0	36.7	31.9	
Santa Cruz, I	51.6	35.4	30.8	
U-Wide Services, IIC	51.7	36.8		
U of La Verne, IIA	31.9	23.3	20.0	
U of the Pacific, IIA	38.6	32.8	27.8	19.4
U of Redlands, IIA	38.9	32.0	26.6	—
U of San Diego, IIA	46.3	30.7	26.3	—
U of San Francisco, IIA	50.2	37.4	30.1	24.3
U of Southern Cal, I	53.5	37.8	31.1	29.0
Westmont C, IIB	32.3	27.0	23.8	—
Whittier C, IIA	33.0	27.8	23.4	23.9

COLORADO

	Prof	Assoc Prof	Asst Prof	Inst
Adams St C, IIA	32.8	27.1	24.8	—
Colorado C, IIB	44.4	33.0	25.4	
Colorado Mountain C, III	27.9	21.5	19.4	17.2
Colo Sch of Mines, IIC	43.1	33.6	27.1	25.1
Colorado St U, I	40.1	31.8	27.8	21.9
Colorado Tech C, IIC	—	18.3	18.2	
Fort Lewis C, IIB	33.5	27.3	24.6	22.4
Iliff Sch of Theol, IIC	39.4	—	—	
Loretto Heights C, IIB	28.6	21.1	18.1	—
Mesa C, IIB	31.5	26.8	22.1	18.6

COLORADO—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Metropolitan St C, IIB	34.2	28.3	24.6	19.5
Regis C, IIB	30.6	26.5	20.9	—
U of Colorado				
Boulder, I	41.4	32.8	29.1	23.8
Colorado Springs, IIA	40.3	32.5	26.9	25.7
Denver, IIA	39.3	31.1	27.2	19.6
Health Science Ctr, IIC	44.5	36.3	30.1	23.1
U of Denver, I	38.6	28.4	25.2	21.3
U Northern Colorado, I	36.9	29.0	25.1	21.3
U Southern Colorado, IIB	34.2	29.6	24.4	20.4
Western St C of Colo, IIA	31.7	24.2	21.0	—

CONNECTICUT

	Prof	Assoc Prof	Asst Prof	Inst
Albertus Magnus C, IIB	28.8	25.2	20.8	—
Asnuntuck CC, III	—	28.4	—	21.1
Central Conn St U, IIA	42.0	34.3	29.0	24.9
Connecticut C, IIA	40.3	31.8	24.2	20.1
Eastern Conn St U IIB	41.4	33.5	25.8	—
Fairfield U, IIA	41.1	33.1	30.3	22.4
Greater Hartford CC, III	35.1	29.9	26.5	21.2
Greater New Haven St Tech C, III	—	31.4	28.3	26.0
Hartford Graduate Ctr, IIC	36.9	—	29.9	—
Conn St Tech C's, III	37.5	33.2	28.8	25.4
Housatonic CC, III	33.7	30.3	28.3	—
Manchester CC, III	34.1	29.3	25.7	21.0
Mattatuck CC, III	35.0	31.0	26.3	—
Middlesex CC, III	34.2	30.6	26.6	—
Mohegan CC, III	34.4	28.9	24.6	—
NW Conn CC, III	34.7	30.0	—	21.0
Norwalk CC, III	34.9	30.1	25.2	21.8
Quinnipiac C, IIB	37.0	30.2	24.3	19.2
Sacred Heart U, IIB	34.1	28.1	23.0	—
Saint Joseph C, IIA	28.8	24.0	21.6	18.9
South Central CC, III	32.6	29.8	25.3	—
Southern Conn St U, IIA	42.5	34.8	29.7	25.3
Trinity C, IIA	46.2	34.8	25.6	—
Tunxis CC, III	32.6	28.2	25.6	21.2
U of Bridgeport, IIA	44.1	34.9	29.2	24.0
U of Connecticut, I	50.8	37.1	30.7	28.0
U of Hartford, IIA	38.0	30.7	24.7	23.1
U of New Haven, IIA	36.4	38.4	28.0	26.8
Wesleyan U, IIA	46.2	33.3	26.2	—
Western Conn St C, IIA	41.3	33.4	28.1	23.0
Yale U, I	59.9	36.4	28.5	26.9

DELAWARE

	Prof	Assoc Prof	Asst Prof	Inst
U of Delaware, I	48.1	33.6	27.7	20.6

DISTRICT OF COLUMBIA

	Prof	Assoc Prof	Asst Prof	Inst
American U, I	45.6	34.5	29.4	24.5
Catholic U, I	40.9	30.6	25.1	22.7
Corcoran Sch of Art, IIC	—	—	19.6	—
Gallaudet C, IIA	41.6	34.5	26.9	20.9
George Washington U, I	49.6	35.3	28.7	19.9
Georgetown U, I	56.5	39.3	28.9	21.3
Howard U, I	42.6	32.0	26.4	22.2
Mount Vernon C, IIB	—	29.5	23.8	—
U of DC, IIA	41.5	33.4	27.3	23.1

FLORIDA

	Prof	Assoc Prof	Asst Prof	Inst
Barry U, IIA	33.2	27.7	24.2	19.8
Bethune-Cookman C, IIB	23.5	21.2	19.2	16.2
Eckerd C, IIB	34.2	27.6	24.3	
Embry-Riddle Aero U, IIB	36.3	25.7	21.9	13.6
Florida Atlantic U, IIA	40.4	30.3	26.1	20.6
Florida Internat'l U, IIA	40.6	31.3	26.9	19.7
Florida St U, I	41.7	30.0	26.2	21.0
Indian River CC, III	34.1	30.4	26.0	24.6
Manatee JC, III	26.1	22.9	21.8	15.5
Miami-Dade CC, III	30.3	25.5	20.8	17.4
Palm Beach JC, III	28.8	24.8	24.9	23.4
Pensacola JC, III	29.7	25.5	22.3	17.9
Saint Thomas U, IIB	32.7	26.7	21.8	16.8
Stetson U, IIA	40.5	30.4	26.7	16.4
U of Central Florida, IIA	38.6	31.4	26.2	19.2
U of Florida, I	47.7	36.5	31.4	21.2
U of Miami, I	45.7	33.8	27.5	23.1
U of South Florida, I	41.4	31.0	26.0	22.5
U of Tampa, IIB	31.5	25.5	21.8	—
U of West Florida, IIA	37.7	30.3	25.5	23.3
Warner Southern C, IIB	—	16.4	—	—

GEORGIA

	Prof	Assoc Prof	Asst Prof	Inst
Abraham Baldwin Ag C, III	32.8	28.0	24.8	20.7
Agnes Scott C, IIB	33.1	27.6	22.4	19.5
Albany JC, III	30.1	27.3	24.8	—
Albany St C, IIB	34.5	29.8	25.3	20.6
Armstrong St C, IIA	38.0	30.2	25.2	18.0
Atlanta Christian C, IIC	19.4	—		18.8
Atlanta C of Art, IIC		23.0		
Atlanta JC, III	—	28.2	25.3	—
Augusta C, IIA	38.6	30.1	25.0	21.2
Bainbridge JC, III	—	28.4	24.3	20.7
Berry C, IIB	36.2	28.3	23.1	20.0
Brewton-Parker C, III	—	21.7	16.2	16.1
Brunswick JC, III	—	30.6	24.2	21.9
Clark C, IIB	27.0	21.0	18.1	15.8
Clayton JC, III	31.9	26.6	23.7	22.4
Columbus C, IIA	34.5	30.0	24.8	20.6
Dalton JC, III	—	28.1	24.9	22.0
Emanuel County JC, III		27.7	25.1	—
Emory U, I	52.4	35.8	29.7	21.1
Floyd JC, III	34.4	26.8	23.4	19.7
Fort Valley St C, IIB	38.4	31.7	26.0	20.4
Gainesville JC, III	33.7	27.2	24.4	20.2
Georgia C, IIA	35.3	28.4	23.5	18.4
Georgia Inst of Tech, IIC	51.0	37.1	33.7	25.6
Georgia Southern C, IIA	37.4	31.2	24.4	19.7
Ga Southwestern C, IIA	36.3	30.9	25.8	21.5
Georgia St U, I	47.2	34.6	28.6	21.2
Gordon JC, III	—	28.1	22.8	20.3
Interdenominational Theol Center, IIC	31.0	18.5	20.3	—
Kennesaw C, IIB	41.0	33.1	27.0	21.1
Macon JC, III	34.0	28.9	24.4	19.6
Mercer U				
Main campus, IIB	38.1	29.6	22.9	20.0
Atlanta, IIB	29.2	25.7	23.1	19.4
Middle Georgia C, III	30.9	27.9	24.7	—

AAUP Rating Scale

Category I: Doctoral Institutions

	1+	1	2	3	4
Professor	$57,000	$51,900	$47,400	$43,400	$40,300
Associate professor	38,800	36,800	34,700	33,200	31,300
Assistant professor	32,200	30,300	28,500	27,600	26,300
Instructor	29,000	24,500	22,500	21,000	19,700

Category IIA: Comprehensive Institutions

	1+	1	2	3	4
Professor	$45,700	$42,200	$38,900	$36,800	$33,500
Associate professor	35,400	33,800	31,600	30,000	27,900
Assistant professor	29,400	27,700	26,200	25,000	23,400
Instructor	25,700	23,400	21,500	20,200	18,800

Category IIB: Baccalaureate Institutions

	1+	1	2	3	4
Professor	$43,200	$36,300	$32,600	$29,300	$25,500
Associate professor	33,300	29,800	27,000	24,700	22,000
Assistant professor	26,800	24,400	22,800	21,100	19,200
Instructor	23,700	21,000	19,400	17,800	16,300

Category III: 2-Year Institutions with Academic Ranks

	1+	1	2	3	4
Professor	$40,400	$36,600	$33,800	$31,000	$28,100
Associate professor	34,900	31,300	28,900	27,200	24,600
Assistant professor	30,600	26,700	24,800	23,100	21,000
Instructor	25,400	22,300	21,000	19,700	17,900

Category IV: 2-Year Institutions Without Academic Ranks

	1+	1	2	3	4
All	$36,800	$30,700	$27,100	$23,400	$20,500

Note: Scales are based on actual distributions by average salary in 1985-86, according to data from 1,789 institutions. Percentile rankings are as follows: 1+ = 95th percentile; 1 = 80th percentile; 2 = 60th percentile; 3 = 40th percentile; 4 = 20th percentile. An average salary of $49,500 for the rank of professor in Category 1 institutions would be rated 2 because it falls between the 60th percentile ($47,400) and the 80th percentile ($51,900).

SOURCE: AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

GEORGIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
North Georgia C, IIA	35.3	29.3	26.1	—
Oglethorpe U, IIB	36.2	25.8	21.7	
Piedmont C, IIB	19.7	16.9	16.1	
Savannah St C, IIB	37.5	30.2	25.0	22.2
South Georgia C, III		31.2	24.8	20.2
Southern Tech Inst, IIC	34.5	30.3	26.8	—
Spelman C, IIB	33.5	24.8	21.6	17.3
Tift C, IIB	—	—	20.1	—
Toccoa Falls C, IIC	—	—	18.1	—
U of Georgia, I	48.2	34.0	27.1	20.4
Valdosta St C, IIB	36.3	30.2	26.8	20.9
Waycross JC, III		—	26.3	
Wesleyan C, IIB	25.4	22.9	21.1	20.0
West Georgia C, IIA	37.2	30.0	25.7	19.1

HAWAII

	Prof	Assoc Prof	Asst Prof	Inst
Chaminade U of Honolulu, IIB	24.8	20.8	19.1	15.7
U Hawaii				
Hilo, IIB	37.0	30.3	23.9	—
Manoa, I	41.5	31.9	26.3	20.8
West Oahu C, IIB	—	26.3	—	

IDAHO

	Prof	Assoc Prof	Asst Prof	Inst
Boise St U, IIA	33.2	28.7	24.1	21.1
C of Idaho, IIB	26.6	—	18.5	—
C of Southern Idaho, III	26.7	23.5	21.4	20.3
Idaho St U, IIA	33.5	27.9	24.0	22.6
Lewis-Clark St C, IIB	29.7	25.5	22.3	—
NW Nazarene C, IIB	26.5	21.2	—	17.2
U of Idaho, I	37.9	29.6	26.3	—

ILLINOIS

	Prof	Assoc Prof	Asst Prof	Inst
Augustana C, IIB	39.8	31.7	25.5	21.7
Aurora C, IIB	29.5	26.5	23.9	—
Bradley U, IIA	38.1	30.1	26.3	19.9
Chicago St U, IIA	37.3	31.4	26.5	24.7
Chicago Theol Sem, IIC	39.9		—	
Christ Seminary-Seminex, IIC	32.1	—		
City C of Chicago				
City-Wide C, III	36.0	31.1	28.0	—
Daley C, III	39.2	36.4	33.6	21.9
Kennedy-King, III	40.2	38.2	33.5	29.7
Loop C, III	39.3	36.6	31.5	26.1
Malcolm X C, III	37.9	33.0	33.2	27.8
Olive-Harvey, III	38.9	37.4	33.6	25.1
Truman C, III	39.2	36.5	29.5	22.6
Wright C, III	40.9	38.1	32.6	24.0
C of Du Page, III	39.0	33.3	28.2	21.6
C of Saint Francis, IIB	32.7	27.8	24.3	24.5
Concordia C, IIC	28.6	25.4	20.7	—
Depaul U, IIA	41.8	32.9	28.0	21.2
Eastern Illinois U, IIA	33.6	28.1	23.1	19.0

ILLINOIS—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Elmhurst C, IIB	36.2	29.1	24.5	—
Eureka C, IIB	—	21.0	19.1	
Garrett-Evangelical Theol Sem, IIC	34.7	30.8	—	—
Greenville C, IIB	22.3	19.8	17.3	
Illinois Benedictine C, IIB	33.1	26.8	23.1	
Illinois Central C, III	34.1	29.6	25.0	22.6
Illinois C, IIB	32.0	28.2	20.8	—
Illinois Inst of Tech, I	46.3	34.4	29.6	19.0
Illinois St U, I	37.8	30.9	25.8	—
Illinois Wesleyan U, IIB	35.4	27.4	23.9	20.9
John Marshall Law Sch, IIC	58.9	46.3	36.1	—
Judson C, IIB	26.1	23.4	18.7	—
Kendall C, IIB	—	—	21.8	—
Knox C, IIB	34.8	28.1	21.1	—
Lake Forest C, IIB	39.0	32.3	25.3	22.1
Lewis and Clark CC, III	32.5	26.2	25.9	22.6
Lewis U, IIA	27.8	24.8	21.5	18.7
Lincoln Christian C, IIC	21.6	—	18.8	—
Loyola U of Chicago, I	45.0	35.1	28.3	27.2
MacMurray C, IIB	27.3	22.0	20.7	17.6
McKendree C, IIB	31.6	27.1	24.0	22.7
Millikin U, IIB	35.6	27.9	24.8	18.3
Monmouth C, IIB	31.4	26.1	21.6	18.4
Moraine Valley CC, III	34.0	27.4	22.9	19.9
Mundelein C, IIB	27.9	22.5	19.6	—
National C of Chiropractic, IIC	33.5	—	22.7	20.1
North Central C, IIB	35.0	29.5	24.1	—
North Park C, IIB	29.1	25.0	20.6	18.0
Northeastern Ill U, IIA	33.1	28.1	24.5	22.3
Northern Illinois U, I	40.6	32.1	25.9	16.2
Northwestern U, I	53.2	35.5	31.8	—
Oakton CC, III	36.3	32.3	27.5	24.0
Olivet Nazarene C, IIB	25.4	22.4	19.4	17.4
Parks C-Saint Louis U, IIC	36.8	28.1	22.5	24.4
Principia C, IIB	34.1	27.8	22.4	—
Quincy C, IIB	26.9	24.9	19.7	—
Richland CC, III	27.7	26.0	22.3	—
Rockford C, IIB	32.7	24.7	23.8	—
Roosevelt U, IIA	31.3	26.6	23.8	—
Rosary C, IIA	—	27.0	23.2	—
Saint Mary of the Lake Sem, IIC	9.0	—	—	9.1
Saint Xavier C, IIB	35.5	27.7	22.1	20.1
Sangamon St U, IIA	37.0	31.5	27.1	31.8
Sauk Valley C, III	29.2	27.1	22.6	20.6
Sch of Art Inst of Chicago, IIC	32.8	27.8	23.1	
Seabury-Western Theol Sem, IIC	21.5	—		—
Southern Ill U				
Carbondale, I	39.8	31.4	26.3	23.7
Edwardsville, IIA	36.9	31.4	27.3	21.7

Continued on Following Page

FACT-FILE—Continued

ILLINOIS—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Spertus C of Judaica, IIC	32.5	—	—	
Trinity Christian C, IIB	30.6	27.8	27.1	19.9
Trinity C, IIB	—	22.5	18.5	—
U of Chicago, I	57.0	37.4	31.3	22.7
U of Illinois				
Urbana-Champaign, I	51.0	35.6	31.5	—
Chicago, I	47.4	34.5	29.8	21.6
Western Illinois U, IIA	34.6	30.0	26.2	17.4
Wheaton C, IIA	34.4	29.2	24.2	—
William Rainey Harper C, III	43.4	36.7	30.2	25.1

INDIANA

	Prof	Assoc Prof	Asst Prof	Inst
Ball St U, I	36.5	29.5	23.9	16.5
Butler U, IIA	34.5	29.0	23.3	21.5
Calumet C, IIB	19.3	—	—	—
Depauw U, IIB	40.2	32.6	24.4	
Earlham C, IIB	34.4	26.7	21.7	
Fort Wayne Bible C, IIC	—	20.0	17.6	
Franklin C of Indiana, IIB	24.9	22.5	20.3	—
Goshen C, IIB	24.4	21.2	18.2	
Hanover C, IIB	37.4	27.2	22.4	19.7
Huntington C, IIB	27.6	23.3	18.9	—
Indiana Central U, IIA	32.6	27.1	22.5	20.1
Indiana St U, IIA	36.0	28.4	23.3	17.5
Indiana U				
Bloomington, I	44.8	32.3	27.1	—
East, III	—	26.4	20.8	
Purdue U Ft Wayne, IIA	37.2	30.0	23.9	16.6
Indianapolis, IIA	41.4	30.2	25.2	—
Kokomo, IIB	33.3	28.3	23.5	
Northwest, IIA	39.8	30.8	25.0	—
South Bend, IIA	35.9	29.8	23.3	—
Southeast, IIB	35.5	26.8	22.0	
Manchester C, IIB	29.3	25.1	21.5	—
Marian C, IIB	28.7	24.0	20.8	18.2
Marion C, IIB	25.0	20.9	17.7	—
Oakland City C, IIB	19.1	17.7	16.9	14.7
Purdue U				
Main campus, I	48.0	34.0	28.2	20.2
Calumet, IIA	38.9	30.7	25.4	17.5
North Central, III	34.7	29.7	23.5	—
Rose-Hulman Inst of Tech, IIC	41.4	35.3	29.2	
Saint Mary's C, IIB	40.0	31.8	24.3	—
Saint Meinrad C, IIB	—	—	25.3	
Taylor U, IIB	27.3	24.1	20.7	—
Tri-State U, IIB	31.0	25.2	22.3	—
U of Evansville, IIA	33.5	28.3	24.3	—
U of Notre Dame, I	52.0	38.4	31.3	36.0
U of Southern Ind, IIB	34.7	28.9	23.8	19.7
Valparaiso U, IIA	37.2	29.2	22.7	18.5
Vincennes U, III	30.6	25.2	21.4	18.5
Wabash C, IIB	41.0	30.6	23.2	—

IOWA

	Prof	Assoc Prof	Asst Prof	Inst
Briar Cliff C, IIB	27.9	24.6	21.8	19.4
Buena Vista C, IIB	36.8	29.0	25.4	—
Central U of Iowa, IIB	34.0	30.1	25.0	20.9
Clarke C, IIB	27.0	25.0	19.8	18.3
Coe C, IIB	33.9	25.7	20.6	—
Cornell C, IIB	34.5	27.6	23.4	—
Divine Word C, IIB		—	19.0	—
Dordt C, IIB	29.2	26.0	22.4	21.4
Drake U, IIA	32.6	27.0	23.0	21.6
Graceland C, IIB	23.7	20.1	18.1	—
Grand View C, IIB	27.7	23.8	20.6	—
Grinnell C, IIB	42.9	31.4	23.9	—
Iowa Central CC, III	—	25.2	26.2	20.0
Iowa St U, I	41.5	31.2	26.3	18.7
Iowa Wesleyan C, IIB	19.7	17.1	15.6	14.8
Iowa Western CC, III	27.9	22.7	20.1	18.3
Loras C, IIB	30.9	25.6	22.0	19.1
Luther C, IIB	32.6	26.0	22.9	20.4
Marycrest C, IIB	—	24.5	22.2	19.2
Morningside C, IIB	26.7	22.2	19.9	17.7
Mount Mercy C, IIB	—	22.1	22.2	17.4
Northwestern C, IIB	27.9	24.9	21.7	—
Palmer C of Chiropractic, IIC	32.7	27.1	22.9	18.6
Saint Ambrose C, IIB	32.0	29.2	26.1	21.4
Simpson C, IIB	30.9	25.8	23.0	20.7
U of Dubuque, IIB	29.5	25.6	22.5	19.5
U of Iowa, I	43.9	33.2	28.2	27.4
U of Northern Iowa, IIA	35.4	29.1	24.6	20.3
Upper Iowa U, IIB	—	17.9	—	13.7
Waldorf C, III	25.4	22.4	19.8	17.1
Wartburg C, IIB	30.2	25.7	21.7	
Wartburg Theol Sem, IIC	28.6	—	—	
Westmar C, IIB	23.4	—	19.1	18.6
William Penn C, IIB	22.2	19.8	—	14.4

KANSAS

	Prof	Assoc Prof	Asst Prof	Inst
Baker U, IIB	25.6	21.1	18.7	—
Benedictine C, IIB	27.0	22.5	19.3	17.6
Bethany C, IIB	28.9	24.5	20.5	—
Bethel C, IIB	27.6	24.9	19.7	—
Emporia St U, IIA	32.9	28.5	25.0	—
Fort Hays St U, IIA	33.3	27.6	24.1	20.7
Friends U, IIB	23.1	20.4	19.1	—
Kansas Newman C, IIB	—	21.0	17.5	15.8
Kansas St U, I	39.6	29.9	25.7	20.7
Kansas Tech Inst, III	26.7	—	26.7	—
Kansas Wesleyan, IIB	20.8	16.8	15.0	—
Marymount C of Kan, IIB	—	18.7	16.2	14.3
McPherson C, IIB	25.6	21.3	19.1	
Mid-America Nazarene C, IIB	25.3	21.8	20.3	18.2
Ottawa U, IIB	24.5	—	18.7	—
Pittsburg St U, IIA	33.6	29.4	25.7	20.4
Saint John's C, IIB	—	—	18.5	—
Saint Mary C, IIB	24.3	22.2	18.3	15.5
Saint Mary Plains C, IIB	—	—	17.6	16.0
Southwestern C, IIB	25.7	21.1	20.4	—
Sterling C, IIB	—	19.7	16.4	—
Tabor C, IIB	24.1	—	18.6	—
U of Kansas				
main campus, I	41.6	30.1	27.1	18.2
Washburn U, IIA	40.2	31.8	24.4	22.1
Wichita St U, IIA	40.3	31.4	25.7	19.4

KENTUCKY

	Prof	Assoc Prof	Asst Prof	Inst
Alice Lloyd C, III	—	—	13.7	10.4
Ashbury C, IIB	26.8	22.3	19.1	16.0
Asbury Theol Sem, IIC	34.0	29.4	—	—
Bellarmine C, IIC	34.0	29.7	22.9	—
Berea C, IIB	33.6	27.5	22.3	19.5
Brescia C, IIB	—	23.9	21.1	16.9
Campbellsville C, IIB	28.0	22.2	18.1	16.2
Centre C, IIB	34.2	27.7	22.4	—
Cumberland C, IIB	22.4	17.8	16.8	15.5
Eastern Kentucky U, IIA	32.0	27.6	23.2	19.2
Georgetown C, IIB	28.1	24.1	20.8	—

KENTUCKY—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Kentucky Christian C, IIC	12.6	—	—	
Kentucky St U, IIB	29.7	24.9	22.1	20.0
Ky Wesleyan C, IIB	29.6	25.9	20.9	16.7
Lees C, III	—	—	16.6	
Lexington Theol Sem, IIC	28.0	—		
Louisville Presbyterian Theol Sem, IIC	37.0	—	—	
Morehead St U, IIA	32.6	27.0	23.4	19.0
Murray St U, IIA	32.6	28.0	23.8	20.4
Northern Kentucky U, IIB	35.1	28.6	22.9	22.0
Spalding U, IIB	25.9	20.8	21.0	18.7
Thomas More C, IIB	25.0	20.3	18.5	—
Transylvania U, IIB	31.7	26.1	24.2	—
Union C, IIA	21.6	18.1	17.2	—
U of Kentucky, I	42.4	31.7	26.7	25.2
CC's, III	28.0	23.6	19.4	18.7
U of Louisville, I	40.3	30.1	25.3	19.8
Western Kentucky U, IIA	33.6	27.7	23.9	19.3

LOUISIANA

	Prof	Assoc Prof	Asst Prof	Inst
Centenary C of La, IIB	30.9	27.5	21.6	16.3
Delgado CC, III	33.0	29.9	25.8	21.5
Dillard U, IIB	29.2	23.4	20.9	18.7
Grambling St U, IIA	29.1	27.7	24.2	19.1
Louisiana C, IIB	28.4	25.2	22.9	—
Louisiana St U				
A&M C, I	41.9	31.2	26.3	19.5
Alexandria, III	28.9	24.6	21.0	18.5
Eunice, III	—	25.2	22.8	20.8
Shreveport, IIB	32.5	29.7	24.1	21.9
Louisiana Tech U, IIA	34.1	28.2	24.6	20.9
Loyola U in New Orleans, IIA	42.0	33.8	27.4	23.4
McNeese St U, IIA	33.2	30.5	25.7	21.7
Nicholls St U, IIA	32.8	29.1	24.5	21.2
Northeast La U, IIA	35.1	29.6	24.3	18.7
Northwestern St U of La, IIA	30.2	25.5	21.8	18.3
Our Lady of Holy Cross C, IIB	—	22.7	18.8	23.0
Southeastern La U, IIA	32.2	29.3	25.0	20.0
Southern U				
A&M C, IIA	32.8	27.7	23.6	19.8
Shreveport-Bossier, III	—	25.9	23.7	21.4
New Orleans, IIB	30.6	27.7	24.1	—
Tulane U, I	45.0	35.2	28.1	19.7
U of New Orleans, IIA	37.6	29.8	24.0	18.5
U of Southwestern La, IIA	37.3	30.7	25.8	21.0
Xavier U of La, IIB	26.5	23.3	20.2	17.3

MAINE

	Prof	Assoc Prof	Asst Prof	Inst
Bates C, IIB	43.6	34.0	25.3	23.9
Bowdoin C, IIB	46.7	34.4	26.6	21.8
Colby C, IIB	46.2	31.7	24.5	23.0
Husson C, IIC	30.7	27.2	25.5	—
Maine Maritime Acad, IIC	30.0	26.3	22.2	—
Saint Joseph's C, IIC	—	—	18.2	—
Thomas C, IIC	—	—	23.0	
Unity C, IIB	19.9	—	17.5	—
U of Maine				
Augusta, III	30.5	23.5	19.6	—
Farmington, IIC	33.7	27.3	21.4	—
Fort Kent, IIB	—	26.1	22.1	—
Machias, IIB	32.5	26.2	20.0	
Orono, IIA	38.3	29.2	23.8	17.5
Presque Isle, IIB	32.3	27.4	20.9	—
U of New England, IIB	26.8	24.4	20.3	17.1
U of Southern Maine, IIA	36.9	29.7	24.4	17.2

MARYLAND

	Prof	Assoc Prof	Asst Prof	Inst
Allegany CC, III	29.3	24.3	21.0	18.8
Anne Arundel CC, III	38.4	33.3	26.5	22.7
Bowie St C, IIB	37.4	32.9	26.1	—
Capitol Inst of Tech, IIC	—	—	22.9	
Catonsville CC, III	40.7	33.6	27.7	22.8
Cecil CC, III	32.2	27.2	23.4	17.4
Charles County CC, III	35.0	32.0	24.3	17.9
Chesapeake C, III	—	25.6	21.8	—
C of Notre Dame of Maryland, IIB	28.7	25.0	22.9	—
Columbia Union C, IIB	21.4	18.8	18.7	16.9
CC of Baltimore, III	34.0	28.3	24.1	20.6
Coppin St C, IIB	38.7	31.1	25.9	20.2
Dundalk CC, III	36.3	31.6	27.4	21.9
Essex CC, III	40.9	32.3	27.4	21.7
Frederick CC, III	36.5	27.3	21.5	18.8
Frostburg St C, IIA	37.5	29.9	26.0	21.8
Garrett CC, III	—	—	—	15.4
Goucher C, IIB	34.8	26.7	22.0	17.8
Hagerstown JC, IIC	30.3	24.8	21.8	—
Harford CC, IIC	37.0	32.8	27.4	21.3
Hood C, IIA	33.4	26.6	22.3	18.2
Howard CC, III	39.3	33.9	26.5	20.2
Johns Hopkins U, I	56.0	38.9	31.4	28.3
Peabody Inst, IIC	36.7			
Loyola C, IIA	41.1	35.4	28.8	—
Montgomery C				
Germantown, III	34.2	25.7	—	—
Rockville, III	37.3	30.7	25.7	21.2
Takoma Park, III	38.0	29.9	24.8	—
Morgan St U, IIA	43.9	34.4	28.3	23.7
Mount Saint Mary's C, IIB	34.5	28.2	22.2	—
Prince George's CC, III	37.8	32.6	26.2	20.7
Saint Mary's C of Md, IIB	38.5	30.4	23.7	—
Salisbury St C, IIA	38.1	30.6	24.5	20.7
Towson St U, IIA	40.2	33.9	27.5	21.2
U of Baltimore, IIA	39.1	34.4	28.0	—
U of Maryland				
College Park, I	48.9	35.5	29.1	21.4
Baltimore City, IIC	52.4	41.5	31.4	22.4
Baltimore County, IIA	47.5	34.3	28.1	19.9
Eastern Shore, IIB	36.2	33.3	31.8	26.5
Washington Bible C, IIC	—	16.8	14.4	—
Washington C, IIB	34.4	27.6	21.7	
Washington Theol Union, IIC	—	11.9	12.7	
Western Maryland C, IIA	33.6	28.4	25.1	—
Wor-Wic Tech CC, III		28.3	24.3	21.6

MASSACHUSETTS

	Prof	Assoc Prof	Asst Prof	Inst
Amherst C, IIB	49.8	33.9	26.9	
Andover Newton Theol Sch, IIC	30.0	—	—	
Anna Maria C, IIB	—	26.1	22.5	—
Assumption C, IIB	36.2	28.9	25.3	22.4
Babson C, IIC	49.8	38.9	32.6	—
Bentley C, IIC	46.0	38.0	30.8	26.5
Boston C, I	49.2	36.6	30.4	25.7
Boston U, I	47.4	36.4	28.8	22.4
Brandeis U, I	49.8	36.5	27.7	—
Bridgewater St C, IIA	39.7	34.9	30.8	27.1
Bunker Hill CC, III	34.9	27.1	25.3	21.5
Cape Cod CC, III	36.4	30.2	27.7	24.9

MASSACHUSETTS—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Chamberlayne JC, III	—	—	20.1	—
Clark U, IIA	45.0	33.6	26.2	—
C of the Holy Cross, IIB	43.9	33.0	26.2	22.2
Curry C, IIB	29.8	25.9	21.4	18.3
Emerson C, IIA	43.8	34.7	28.5	—
Emmanuel C, IIB	31.8	25.6	21.9	18.8
Endicott C, III	23.4	—	20.2	17.2
Episcopal Divinity Sch, IIC	21.1		—	
Fitchburg St C, IIB	38.6	34.0	29.5	24.6
Gordon C, IIB	30.1	25.4	21.6	—
Gordon-Conwell Theol Sem, IIC	31.6	27.3	24.4	
Hampshire C, IIB	37.9	30.5	25.3	
Harvard U, I	56.0	35.9	31.3	23.3
Holyoke CC, III	34.9	30.1	25.5	21.3
Lesley C, IIC	30.0	25.9	22.1	19.1
Mass C of Art, IIC	37.5	31.9	27.9	—
Mass C of Pharmacy and Allied Health Sci, IIC	28.1	25.2	22.0	—
Mass Inst of Tech, I	58.4	41.4	33.1	24.7
Merrimack C, IIB	38.5	32.8	25.3	
Mount Holyoke C, IIB	44.5	32.6	25.9	—
Northeastern U, I	47.5	36.1	29.8	21.4
Northern Essex CC, III	35.1	30.0	25.7	23.8
Regis C, IIB	33.5	27.7	23.4	—
Simmons C, IIA	44.0	33.9	28.0	25.0
Smith C, IIA	47.1	34.8	27.2	20.9
Southeastern Mass U, IIA	42.2	34.6	30.2	—
Springfield Tech CC, III	35.2	30.3	27.3	22.5
Stonehill C, IIB	34.1	27.7	23.7	
Suffolk U, IIA	44.0	36.0	29.6	21.9
Tufts U, I	50.4	36.7	29.9	—
U of Lowell, IIA	47.0	37.8	30.9	26.3
U of Massachusetts				
Amherst, I	48.5	38.9	30.7	28.3
Boston, IIA	48.0	39.4	32.9	—
Wellesley C, IIB	52.7	36.1	30.4	24.6
W New England C, IIA	42.9	34.0	28.3	21.8
Westfield St C, IIB	37.3	31.6	28.1	26.5
Wheaton C, IIB	39.9	30.0	24.3	—
Wheelock C, IIC	37.3	27.2	20.7	19.4
Williams C, IIB	49.5	34.5	27.5	
Worcester Poly Inst, IIC	47.7	37.3	30.1	19.8

MICHIGAN

	Prof	Assoc Prof	Asst Prof	Inst
Adrian C, IIB	30.3	25.2	20.3	—
Albion C, IIB	38.7	30.8	24.0	18.1
Alma C, IIB	35.0	27.8	22.9	—
Aquinas C, IIB	32.7	28.2	22.5	—
Calvin C, IIB	33.0	27.8	23.1	16.8
Center for Creative Studies, IIC	27.7	25.2	20.6	18.5
Central Michigan U, IIA	38.4	32.9	27.6	21.7
Concordia C, IIB	29.2	24.0	21.3	—
Delta C, III	38.9	34.7	29.6	23.8
Detroit C of Law, IIC	43.0	—		
Eastern Michigan U, IIA	37.3	32.3	27.5	23.4
Ferris St C, IIB	35.9	30.5	26.8	24.0
G M I Engineering & Mgmt Inst, IIC	40.2	34.4	29.5	—
Grand Rapids Baptist C & Sem, IIB	25.0	22.8	17.5	
Grand Valley St C, IIA	37.5	31.4	24.6	—
Great Lakes Bible C, IIC	15.9	—		
Hillsdale C, IIB	38.6	28.3	23.3	—
Hope C, IIB	33.2	29.4	23.9	19.7
Jordan C, IIB	—		18.5	14.9
Kalamazoo C, IIB	35.8	27.6	22.8	—
Lake Superior St C, IIB	33.4	29.2	25.5	21.0
Lansing CC, III	30.7	28.3	25.0	21.9
Lawrence Inst Tech, IIB	35.4	31.7	28.1	25.0
Madonna C, IIB	31.0	26.9	22.0	19.8
Marygrove C, IIA	26.2	21.8	18.2	16.1
Mercy C of Detroit, IIB	30.2	24.6	20.6	19.0
Michigan St U, I	42.8	32.3	27.6	21.5
Michigan Tech U, IIA	47.6	34.7	29.1	22.6
Monroe County CC, III	39.1	36.1	33.3	—
Nazareth C in Kalamazoo, IIC	—	21.9	18.4	16.2
Northern Michigan U, IIA	37.7	31.3	24.1	21.0
Northwestern Mich C, III	35.2	29.7	24.8	20.7
Oakland U, IIA	41.5	32.6	27.7	24.8
Olivet C, IIB	24.2	19.2	16.8	—
Saginaw Valley St C, IIA	34.1	29.2	26.4	25.2
Siena Heights C, IIB		23.5	20.9	—
Spring Arbor C, IIB	23.9	21.6	19.1	17.5
Thomas M Cooley Law Sch, IIC	57.7	50.9	29.7	
U of Detroit, I	38.2	31.2	26.7	19.6
U of Michigan				
Ann Arbor, I	51.8	38.3	32.2	20.9
Dearborn, IIA	38.4	29.1	25.8	
Flint, IIA	39.7	32.7	27.3	—
Wayne St U, I	43.6	32.3	27.2	20.6
Western Michigan U, I	38.6	31.3	26.4	18.3
Western Theol Sem, IIC	25.1	—	—	

MINNESOTA

	Prof	Assoc Prof	Asst Prof	Inst
Augsburg C, IIB	27.2	22.7	19.8	—
Bemidji St U, IIA	40.1	31.6	25.6	18.8
Bethel C, IIB	30.6	25.5	22.1	19.6
Carleton C, IIB	44.1	35.2	27.2	23.1
C of Saint Benedict, IIB	34.8	28.0	23.6	—
C of Saint Catherine, IIB	34.1	28.0	23.0	17.6
C of St Scholastica, IIB	—	25.5	22.9	20.3
C of Saint Teresa, IIB	24.3	22.7	17.9	—
C of Saint Thomas, IIA	42.3	32.4	27.2	21.1
Concordia C				
Moorhead, IIB	34.8	28.9	23.6	18.1
Saint Paul, IIB	24.7	21.1	18.5	
Gustavus Adolphus C, IIB	36.4	29.8	23.6	20.9
Hamline U, IIB	32.4	24.1	21.6	—
Luther Northwestern Theol Sem, IIC	29.7	26.7	23.9	—
Macalester C, IIB	40.3	30.7	23.9	20.2
Dr Martin Luther C, IIC	17.2		—	
Metropolitan St U, IIB	30.0	33.7	27.4	
Minneapolis C of Art & Design, IIC	30.2	25.9	21.4	—
Moorhead St U, IIA	40.8	32.7	26.4	20.9
North Central Bible C, IIC	—	22.6	18.3	—
Northwestern C, IIB	29.6	25.0	21.7	—
Saint Cloud St U, IIA	40.9	31.3	26.3	19.1
Saint John's U, IIB	38.5	32.0	25.5	20.3
Saint Mary's C, IIA	32.5	26.9	22.3	—
Saint Olaf C, IIB	39.6	30.9	24.8	22.2
Saint Paul Bible C, IIB	—	24.0	21.7	17.9
United Theol Sem, IIC	24.8	—	—	
U of Minnesota				
Duluth, IIA	42.7	33.2	26.9	22.6
Mpls-Saint Paul, I	47.2	34.5	29.6	23.8
Morris, IIB	41.0	31.0	24.6	21.0

MINNESOTA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
U of Minnesota—Continued				
Tech C at Crookston, III	—	29.2	27.2	23.2
Tech C at Waseca, III	—	30.0	26.7	—

MISSISSIPPI

	Prof	Assoc Prof	Asst Prof	Inst
Alcorn St U, IIB	30.3	25.2	22.1	16.7
Belhaven C, IIB	24.6	—	18.2	—
Delta St U, IIA	32.8	27.1	22.9	19.5
Jackson St U, IIA	31.0	28.2	24.1	19.4
Millsaps C, IIB	32.7	26.6	23.3	—
Mississippi St U, I	38.7	31.3	26.1	19.8
Miss U for Women, IIA	30.8	25.3	23.4	21.0
Miss Valley St U, IIB	28.3	24.6	20.6	17.5
Reformed Theol Sem, IIC	30.8	31.1	—	
Rust C, IIB	—	22.3	17.7	15.6
U of Mississippi, I	38.6	30.4	24.5	19.2
U Southern Mississippi, I	40.3	31.9	26.4	19.8

MISSOURI

	Prof	Assoc Prof	Asst Prof	Inst
Assemblies of God Grad Sch, IIC	—	23.1	—	
Avila C, IIB	27.6	25.4	20.6	20.1
Central Bible C, IIC	—	22.2	19.5	15.4
Central Methodist C, IIB	28.5	26.1	20.1	18.5
Central Missouri St U, IIA	34.4	30.3	24.4	19.3
Columbia C, IIB	24.2	21.9	19.8	17.7
Concordia Sem, IIC	28.0	25.5	20.3	
Culver-Stockton C, IIB	31.0	23.1	19.8	—
Drury C, IIB	30.3	26.7	20.5	18.2
Fontbonne C, IIB	21.7	17.4	15.0	14.6
Hannibal-LaGrange C, III	—	—	18.8	17.2
Harris-Stowe St C, IIC	—	—	24.6	—
Kansas City Art Inst, IIC	29.9	23.1	—	
Lincoln U, IIA	32.1	26.6	23.0	19.8
Lindenwood C, IIA	26.2	23.0	20.2	—
Logan C of Chiropractic, IIC	—	—	—	20.0
Maryville College-Saint Louis, IIB	29.3	24.5	18.7	—
Missouri Baptist C, IIB	—	—	15.8	15.5
Mo Southern St C, IIB	36.0	30.8	26.0	20.7
Missouri Valley C, IIB	—	18.2	18.3	16.0
Mo Western St C, IIB	34.3	30.3	25.1	20.3
Nazarene Theol Sem, IIC	28.5	—	—	
Northeast Mo St U, IIA	37.1	31.6	25.9	21.7
Northwest Mo St U, IIA	32.9	27.3	23.0	20.8
Park C, IIB	24.7	19.1	18.7	—
Rockhurst C, IIB	35.8	28.7	24.0	22.2
St Louis Christian C, IIC	21.6			
Saint Louis CC				
Florissant Valley, III	37.7	31.9	25.7	—
Forest Park, III	37.8	32.2	25.8	20.8
Meramec, III	36.9	32.1	24.8	22.3
Saint Louis C of Pharmacy, IIC	—	—	28.1	—
Saint Louis U main campus, I	43.3	30.8	26.5	22.2
Saint Paul's C, III	—	13.8	—	—
Sch of the Ozarks, IIB	28.1	22.6	20.4	
Southeast Mo St U, IIA	35.8	29.7	25.4	21.1
Southwest Baptist U, IIB	26.7	20.8	19.7	18.1
Southwest Mo St U, IIA	37.3	31.1	26.4	20.4
Tarkio C, IIB	—	—	19.4	15.8
U of Missouri				
Columbia, I	39.7	30.2	27.6	20.4
Kansas City, I	39.0	30.9	25.6	18.8
Rolla, IIC	42.5	33.6	30.5	—
Saint Louis, IIA	40.5	31.2	27.0	28.1
Washington U, I	48.6	34.9	28.2	23.0
Webster U, IIA	33.0	28.1	22.0	—
Westminster C, IIB	31.8	25.8	22.1	—
William Jewell C, IIB	30.1	24.6	21.9	18.4
William Woods C, IIB	25.8	21.3	19.8	17.9

MONTANA

	Prof	Assoc Prof	Asst Prof	Inst
Carroll C, IIB	30.5	25.3	21.3	—
C of Great Falls, IIB	23.9	19.9	18.5	—
Eastern Montana C, IIB	30.9	26.6	22.4	19.7
Montana C of Mineral Sci & Tech, IIC	38.4	30.1	25.9	19.8
Montana St U, IIA	36.5	29.3	24.7	19.3
Rocky Mountain C, IIB	26.3	22.2	18.6	16.8
U of Montana, I	32.9	26.5	23.5	19.9
Western Montana C, IIC	31.5	24.6	21.0	—

NEBRASKA

	Prof	Assoc Prof	Asst Prof	Inst
Bellevue C, IIB		23.7	19.8	—
Chadron St C, IIB	33.4	28.2	22.5	18.5
C of Saint Mary, IIB	—	24.4	21.2	19.5
Concordia Teachers C, IIC	24.3	21.9	17.3	—
Creighton U, IIA	42.5	31.5	25.3	20.7
Dana C, IIB	24.2	21.0	19.6	—
Doane C, IIB	28.5	25.2	20.9	—
Hastings C, IIB	29.0	24.6	21.2	17.4
Kearney St C, IIA	32.0	26.5	22.4	17.8
Midland Lutheran C, IIB	26.8	23.4	21.5	17.9
Ne Wesleyan U, IIB	31.3	26.1	22.6	—
Peru St C, IIB	30.6	25.5	21.9	17.6
Union C, IIB	21.9	20.5	19.2	16.9
U of Nebraska				
Lincoln, I	39.0	29.6	25.5	17.5
Omaha, IIA	33.5	27.1	23.1	21.6
Wayne St C, IIA	32.8	26.9	23.1	19.2
York C, III	—	21.0	—	—

NEVADA

	Prof	Assoc Prof	Asst Prof	Inst
U of Nevada				
Reno, I	41.6	33.1	27.1	—
Las Vegas, IIA	41.4	33.6	28.8	26.6

NEW HAMPSHIRE

	Prof	Assoc Prof	Asst Prof	Inst
Dartmouth C, I	50.6	34.9	27.8	22.0
Franklin Pierce C, IIB	28.4	24.3	18.5	—
Franklin Pierce Law Center, IIC	48.4		—	
New England C, IIB	29.3	24.5	22.2	—
New Hampshire C, IIC	34.7	28.6	25.7	—
NH Tech Inst, III	26.1	21.2	19.1	—
NH Voc-Tech C				
Claremont, III	24.7	19.6	17.7	—
Laconia, III	25.1	19.8	—	
Manchester, III	24.2	19.4	18.2	
Nashua, III	25.2	—	—	
Stratham, III	22.9	18.8	—	
Notre Dame C, IIB	—	—	17.8	—
Plymouth St C, IIB	34.0	27.7	25.8	19.8
Rivier C, IIA	—	23.4	20.0	—
Saint Anselm C, IIB	32.8	28.8	23.5	19.5
U of New Hampshire, I	40.0	31.0	25.0	—

NEW JERSEY

	Prof	Assoc Prof	Asst Prof	Inst
Atlantic CC, III	36.1	31.3	27.1	—
Bergen CC, III	44.0	38.5	30.9	22.3
Bloomfield C, IIC	32.2	27.8	22.5	21.7
Brookdale CC, III	39.6	33.4	27.4	19.5
Burlington County C, III	35.6	30.8	27.4	22.4
Caldwell C, III	24.6	21.2	—	—
Camden County C, III	38.4	34.7	30.0	—
Centenary C, IIB	—	20.7	19.3	14.7
C of Saint Elizabeth, IIB	28.1	23.9	19.5	—
County C of Morris, III	39.8	32.9	27.0	23.2
Cumberland County C, III	—	32.8	30.1	26.1
Drew U, I	41.3	31.7	25.3	21.0
Essex County C, III	40.9	34.9	30.0	22.6
Fairleigh Dickinson U				
Edward Williams C, III	—	—	23.8	—
Florham Park-Madison, IIA	39.3	33.4	27.9	—
Rutherford, IIA	39.3	32.5	27.0	—
Teaneck-Hackensack, IIA	41.4	33.4	27.8	—
Felician C, IIB	22.4	20.3	19.2	16.7
Georgian Court C, IIB	30.7	28.8	23.8	19.4
Glassboro St C, IIB	43.2	34.2	28.4	20.5
Gloucester County C, III	33.7	32.2	30.6	27.5
Hudson County CC, III		—	21.5	—
Jersey City St C, IIA	44.4	35.5	29.5	—
Kean C of New Jersey, IIA	44.8	35.8	28.4	22.4
Mercer County CC, III	38.3	32.7	27.4	21.1
Middlesex County C, III	42.7	37.5	30.5	26.8
Monmouth C, IIA	37.9	31.6	26.7	—
Montclair St C, IIA	43.5	35.2	28.3	23.1
NJ Inst of Tech, IIC	51.6	41.3	34.3	
Ocean County C, III	39.7	36.9	27.1	21.1
Passaic County CC, III	—	—	24.6	18.8
Princeton Theol Sem, IIC	50.0	—	31.5	
Princeton U, I	59.8	37.6	28.9	24.3
Ramapo C of NJ, IIB	43.2	35.2	27.6	—
Rider C, IIA	43.6	35.5	29.4	—
Rutgers U				
Camden, IIB	58.1	39.3	29.1	24.8
Newark, IIA	51.8	40.4	31.5	25.0
New Brunswick, I	54.6	38.2	29.5	21.2
Saint Peter's C, IIB	33.2	27.5	22.3	20.9
Salem CC, III	—	—	—	23.0
Seton Hall U, IIA	40.4	33.1	27.1	21.7
Somerset County C, III	37.2	30.4	24.1	18.4
Stevens Inst of Tech, IIC	46.4	35.8	30.9	—
Stockton St C, IIB	41.8	33.4	25.2	21.6
Trenton St C, IIA	44.3	36.1	28.7	—
Union County C, III	39.0	29.9	24.8	20.2
Upsala C, IIB	34.1	27.7	22.4	—
Westminster Choir C, IIC	34.8	27.7	20.1	14.7
William Paterson C, IIA	43.8	34.6	27.8	22.5

NEW MEXICO

	Prof	Assoc Prof	Asst Prof	Inst
C of Santa Fe, IIB	22.4	24.7	20.2	—
Eastern New Mexico U				
Main campus, IIA	35.5	29.8	25.4	20.9
Roswell, III			27.8	23.5
NM Highlands U, IIA	31.1	25.0	21.6	18.9
New Mexico Inst of Mining & Tech, IIA	34.9	26.0	26.0	—
NM Military Inst, III	—	27.1	23.2	23.1
New Mexico St U				
Main campus, I	38.9	29.8	24.4	19.2
Alamogrdo, III	—	28.3	21.8	22.1
Carlsbad, III	—	—	24.9	—
Dona Ana, III			20.5	18.4
Grants, III		—	21.1	19.4
San Juan C, III	—	—	26.4	24.7
U New Mexico at Albuquerque, I	40.2	29.7	24.7	19.4
Western NM U, IIA	33.6	28.2	22.6	—

NEW YORK

	Prof	Assoc Prof	Asst Prof	Inst
Adelphi U, I	40.9	30.4	27.1	—
Albany C of Pharm, IIC	38.8	29.1	—	—
Alfred U, IIA	37.5	31.8	25.9	18.8
Bard C, IIB	37.3	30.3	23.8	
Barnard C, IIB	48.9	32.2	26.2	20.5
Canisius C, IIB	37.4	34.0	25.7	—
Cazenovia C, III	25.1	—	17.5	15.7
Clarkson U, IIC	51.5	38.6	31.6	28.4
Colgate U, IIB	47.8	35.3	27.0	—
C of Mt St Vincent, IIB	31.4	25.2	22.5	19.3
C of New Rochelle, IIA	39.1	31.3	25.6	20.6
C of Saint Rose, IIA	30.8	25.0	20.7	19.0
Columbia U, I	56.7	40.9	30.5	—
Teachers C, IIC	47.4	35.7	26.9	22.8
Concordia C, IIB	26.4	21.5	17.8	—
Cooper Union, IIB	42.6	35.0	29.4	
Cornell U Endowed C's, I	54.1	38.5	30.8	—
Dominican C of Blauvelt, IIB	—	27.7	23.5	19.9
D'youville C, IIC	31.1	23.7	17.9	16.4
Elmira C, IIA	32.9	24.8	21.3	18.8
Fordham U, I	50.3	37.4	29.2	25.6
Hamilton C, IIB	45.6	34.4	26.0	22.2
Hartwick C, IIB	35.3	31.4	23.2	—
Hilbert C, III	—	—	—	16.7
Hobart-William Smith C's, IIB	40.0	31.1	24.5	21.2
Houghton C, IIB	26.6	23.1	20.4	—
Iona C, IIA	43.7	35.1	28.8	23.8
Ithaca C, IIB	37.1	31.5	24.3	18.6
Keuka C, IIB	22.9	20.5	17.4	13.9
King's C, IIB	28.9	22.1	22.5	17.2
Le Moyne C, IIB	37.5	30.6	24.0	23.0
Long Island U, IIA	40.3	31.9	25.9	21.2
Manhattan C, IIA	42.6	36.2	28.3	21.2
Manhattanville C, IIA	36.6	32.6	23.6	—
Marist C, IIB	40.1	31.1	26.0	17.5
Maryknoll Sch of Theol, IIC	24.5	20.7	—	
Marymount C, IIB	33.9	27.9	23.0	—
Marymount Manhattan C, IIB	—	28.1	23.8	—
Mater Dei C, III	—		—	15.6
Mercy C, IIB	38.7	29.8	23.7	19.0
Molloy C, IIB	33.0	24.6	20.5	14.8
Mount Saint Mary C, IIB	30.4	26.4	22.0	17.9
Nazareth C of Rochester, IIB	34.4	29.2	24.0	—
New York C of Podiatric Med, IIC	32.5	30.5	25.2	23.8
New York U, I	55.8	38.0	32.7	24.5
Niagara U, IIA	32.6	27.7	24.1	19.9
Pace U, IIA	46.1	36.8	29.8	27.2
Polytechnic U, IIC	46.0	35.6	31.0	—
Rensselaer Poly Inst, I	52.6	38.0	32.0	
Rochester Inst of Tech, IIA	38.9	33.4	27.5	21.9
Rockefeller U, IIC	70.6	39.7	27.6	23.5
Russell Sage C, IIA	36.0	27.3	23.4	18.4
Saint Bonaventure U, IIA	32.0	27.3	24.4	23.3

NEW YORK—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Saint Francis C, IIB	40.2	32.3	23.5	23.4
Saint John Fisher C, IIB	33.1	28.1	24.2	—
Saint Lawrence U, IIB	45.2	32.8	25.4	21.5
St Thomas Aquinas C, IIB	34.6	28.5	23.2	19.6
Siena C, IIB	36.5	27.4	22.9	—
Skidmore C, IIB	43.3	31.8	25.3	19.6
St U of New York				
Albany, I	52.1	37.9	28.5	
Binghamton, I	50.4	35.8	27.5	
Buffalo, I	52.8	37.7	29.8	—
Stony Brook, I	53.5	37.2	27.9	23.8
Empire St C, IIB	37.7	31.6	25.5	22.3
C at Brockport, IIA	41.8	34.3	28.5	19.3
C at Buffalo, IIA	39.7	31.0	25.0	20.3
C at Cortland, IIA	39.7	30.6	24.2	19.6
C at Fredonia, IIA	40.9	32.2	26.0	20.7
C at Geneseo, IIA	40.6	32.8	23.9	19.4
C at New Paltz, IIA	39.8	33.2	27.1	—
C at Old Westbury, IIB	46.4	34.4	25.9	—
C at Oneonta, IIA	39.6	31.8	26.4	—
C at Oswego, IIA	39.9	31.0	24.4	23.0
C at Plattsburgh, IIA	39.3	32.9	25.4	18.4
C at Potsdam, IIA	38.6	30.8	24.9	18.6
C at Purchase, IIB	40.8	30.8	23.9	—
St C of Optometry, IIC	44.8	39.0	28.9	15.4
A&T C				
Alfred, III	36.4	31.3	26.3	20.2
Canton, III	35.1	29.2	24.6	21.3
Cobleskill, III	35.8	29.4	24.3	21.4
Delhi, III	35.7	28.8	24.6	18.0
Farmingdale, III	38.5	29.9	24.4	21.6
Morrisville, III	36.7	30.4	23.8	20.4
C of Environmental Sci & Forestry, IIA	40.4	33.8	23.2	—
Maritime C, IIB	41.7	29.5	25.3	—
C of Tech				
Utica-Rome, IIA	—	32.0	26.1	—
Cornell U				
Statutory C's, I	45.1	34.5	28.6	19.0
C of Ceramics at Alfred U, IIC	42.1	34.4	28.0	—
Adirondack CC, III	33.1	27.4	21.9	18.2
Broome CC, III	32.1	27.3	22.0	20.9
Cayuga County CC, III	33.4	26.8	21.7	—
Clinton CC, III	29.8	25.6	21.2	—
Columbia-Greene CC, III	35.2	29.2	24.2	—
CC of Finger Lakes, III	29.4	24.6	21.3	17.7
Corning CC, III	35.5	27.4	21.5	—
Dutchess CC, III	40.7	34.4	28.3	20.4
Genesee CC, III	29.0	24.6	19.9	—
Herkimer County CC, III	33.4	28.9	21.5	15.6
Hudson Valley CC, III	33.8	30.1	24.7	18.4
Jamestown CC, III	33.5	28.2	22.5	18.5
Jefferson CC, III	38.3	31.6	24.0	20.0
Monroe CC, III	38.1	32.2	26.7	21.6
Nassau CC, III	45.6	36.5	29.6	22.2
Niagara County CC, III	36.1	29.9	25.0	20.2
North Country CC, III	32.6	23.9	21.2	17.1
Onondaga CC, III	37.0	29.6	26.7	22.2
Orange County CC, III	37.1	32.1	24.8	20.0
Schenectady Co CC, III	32.4	27.1	20.3	—
Sullivan County CC, III	33.3	29.4	22.7	—
Ulster Co CC, III	35.3	29.1	25.7	21.7
Westchester CC, III	52.5	45.8	39.4	—
Syracuse U, I	44.6	32.3	26.2	22.0
Trocaire C, III	—	—	19.4	16.6
Union C, IIA	43.0	33.3	25.4	23.8
U of Rochester, I	50.2	37.0	28.5	21.9
Vassar C, IIB	45.8	32.5	25.9	22.5
Wells C, IIB	29.5	25.0	20.7	—

NORTH CAROLINA

	Prof	Assoc Prof	Asst Prof	Inst
Appalachian St U, IIA	37.0	30.6	27.7	21.1
Atlantic Christian C, IIB	25.0	20.4	18.1	17.6
Barber-Scotia C, IIC	26.0	23.8	19.5	18.6
Belmont Abbey C, IIB	26.0	22.7	19.7	—
Bennett C, IIB	23.2	19.6	17.1	15.5
Catawba C, IIB	26.6	20.7	19.4	14.6
Davidson C, IIB	39.6	33.1	24.8	—
Duke U, I	52.9	37.1	30.2	29.3
East Carolina U, IIA	40.4	33.1	26.8	22.5
Elizabeth City St U, IIB	35.6	29.9	26.5	—
Elon C, IIB	28.5	24.5	21.0	17.7
Fayetteville St U, IIB	38.0	31.3	26.7	22.5
Guilford C, IIB	33.5	26.3	21.9	—
High Point C, IIB	29.1	24.3	20.9	—
Johnson C Smith U, IIB	30.3	23.9	20.8	17.1
Lenoir-Rhyne C, IIB	27.3	24.8	20.7	17.7
Livingstone C, IIB	—	21.1	17.7	16.8
Louisburg C, III	23.2	—	17.2	16.5
Mars Hill C, IIB	26.4	23.6	20.7	16.8
Meredith C, IIB	30.4	26.2	22.2	20.7
Methodist C, IIB	21.3	20.1	18.5	17.2
Mount Olive C, IIB	20.2			
NC A&T St U, IIA	39.0	33.7	27.9	23.5
NC Central U, IIA	40.7	32.1	28.6	24.6
NC Sch of the Arts, IIC				28.0
North Carolina St U, I	50.0	36.4	31.7	25.5
NC Wesleyan C, IIB	24.6	—	20.9	—
Peace C, III	28.5	—	20.3	
Pembroke St U, IIB	38.8	32.0	25.1	22.8
Pfeiffer C, IIB	23.5	22.0	18.9	16.4
Queens C, IIB	26.5	23.6	19.1	—
Roanoke Bible C, IIC	16.8	—	—	
Sacred Heart C, IIB	—	—	17.1	—
Saint Andrews Presbyterian C, IIB	32.4	25.9	20.2	—
Saint Augustine's C, IIB	25.1	22.1	17.7	16.3
Saint Mary's C, III	—	24.1	19.5	16.9
Salem C, IIB	30.5	25.2	22.8	—
Shaw U, IIB	21.3	20.9	19.6	15.8
Southeastern Baptist Theol Sem, IIC	28.0	—	—	
U of North Carolina				
Asheville, IIB	39.9	31.2	27.9	24.0
Chapel Hill, I	50.7	36.8	30.4	27.5
Charlotte, IIA	40.1	33.7	28.0	
Greensboro, I	47.2	34.0	28.2	23.1
Wilmington, IIB	39.1	32.5	27.1	
Wake Forest U, IIA	43.4	33.6	26.0	20.5
Western Carolina U, IIA	38.6	32.6	27.1	21.9
Wingate C, IIB	28.3	23.6	20.7	20.9
Winston-Salem St U, IIB	36.1	30.1	26.2	22.5

NORTH DAKOTA

	Prof	Assoc Prof	Asst Prof	Inst
Dickinson St C, IIB	29.7	27.2	24.8	21.6
Mayville St C, IIB	32.5	27.7	23.3	
Minot St C, IIB	32.1	27.5	24.4	22.1
North Dakota St U, IIA	37.1	30.4	26.4	19.7
U of ND at Grand Forks, I	36.7	30.0	25.1	20.9
Valley City St C, IIB	31.8	28.8	23.6	23.3

OHIO

	Prof	Assoc Prof	Asst Prof	Inst
Air Force Inst of Tech, IIC	41.1	34.5	32.3	—
Antioch U, IIA	25.1	18.1	18.3	
Ashland C, IIA	27.3	24.4	20.1	17.8
Baldwin-Wallace C, IIB	32.0	26.3	21.9	—
Bluffton C, IIB	23.6	20.7	18.1	
Bowling Green St U, I	42.8	33.8	27.5	19.7
Firelands, III	—	33.1	24.8	22.4
Capital U, IIB	31.3	22.9	21.3	18.3
Case Western Reserve U, I	48.3	35.7	30.3	23.3
Cedarville C, IIB	29.2	24.2	21.3	—
Clark Tech C, III	—	27.2	24.5	18.8
Cleveland St U, IIA	46.6	35.2	28.6	22.8
C of Mt St Joseph, IIB	26.3	24.1	20.3	—
C of Wooster, IIB	35.9	27.7	22.3	20.7
Defiance C, IIB	25.2	22.0	19.7	—
Denison U, IIB	38.6	30.9	23.9	21.1
Hebrew Union C, IIC	53.9	36.6	—	—
Heidelberg C, IIB	28.6	22.3	20.8	17.0
Hiram C, IIB	31.4	25.0	22.1	19.0
Jefferson Tech C, III		26.9	21.0	18.7
John Carroll U, IIA	36.1	29.4	26.1	25.0
Kent St U				
Main campus, I	42.9	32.9	27.5	20.3
Ashtabula, III		30.7	27.0	—
Liverpool, III		—	24.6	—
Salem, III	—	—	24.3	—
Stark County, III	—	32.3	27.5	—
Trumbull, III	—	30.9	24.4	—
Tuscarawas, III	—	31.6	27.4	—
Kenyon C, IIB	45.1	32.6	24.4	20.3
Lake Erie C, IIB	23.7	21.6	18.5	—
Lakeland CC, III	36.5	33.8	31.5	29.8
Lorain County CC, III	—	34.7	27.3	22.2
Lourdes C, IIB		—	—	18.5
Malone C, IIB	24.2	19.9	16.8	
Marietta C, IIB	31.0	26.7	24.4	—
Miami U				
Hamilton, III	—	32.8	25.5	—
Middletown, III	—	32.1	27.4	29.3
Oxford, I	44.4	34.2	27.5	24.0
Mount Union C, IIB	32.3	25.6	22.0	19.2
Muskingum Area Tech C, III	—	25.1	22.8	20.4
Muskingum C, IIB	32.4	27.6	22.8	18.8
Notre Dame C, IIB	—	21.9	20.2	—
Oberlin C, IIB	43.0	32.7	25.9	22.6
Ohio C Podiatric Med, IIC	—	38.6	32.6	—
Ohio Dominican C, IIB	26.9	21.6	19.4	—
Ohio Northern U, IIB	34.1	27.2	24.0	20.6
Ohio St U				
Main campus, I	51.0	37.4	31.7	22.6
Ag Tech Inst, III		28.7	25.9	19.5
Lima, III		33.7	27.1	
Mansfield, III	—	29.7	27.1	—
Marion, III	—	32.7	24.8	—
Newark, III	—	32.1	28.8	—
Ohio U				
Athens, I	42.8	33.5	27.8	22.5
Belmont, III		—	28.9	
Chillicothe, III		28.5	25.0	—
Lancaster, III		30.6	23.9	—
Zanesville, III	—	29.8	24.1	—
Ohio Wesleyan U, IIB	33.1	25.3	22.1	—
Otterbein C, IIB	31.4	25.4	21.7	17.0
Rio Grande C, IIB	—	23.7	17.1	16.9
Shawnee St CC, III	—	28.2	24.2	19.7
Sinclair CC, III	31.1	24.9	21.9	—
Tiffin U, IIC		—	21.4	19.8
Trinity Lutheran Sem, IIC	30.1	27.7	—	—
U of Akron				
Main campus, I	43.4	33.9	28.9	23.7
Wayne Gen & Tech C, III	—	—	21.1	20.0
U of Cincinnati				
Main campus, I	47.1	35.5	27.9	21.0
Clermont Gen & Tech C, III	—	—	26.5	—
Raymond Walters C Gen & Tech C, III	38.5	31.3	24.2	17.9
U of Dayton, IIA	37.2	32.1	25.3	16.0
U of Steubenville, IIB	27.8	23.9	20.5	19.1
U of Toledo, I	42.2	33.9	27.6	21.2
Urbana C, IIB	—	16.7	15.6	—
Ursuline C, IIB	25.1	—	20.6	19.3
Walsh C, IIB	27.7	23.1	21.2	—
Wilberforce U, IIB	—	19.5	15.9	13.9
Wilmington C, IIB	29.5	25.6	20.4	—
Wittenberg U, IIB	38.3	29.8	23.5	19.8
Wright St U				
Main campus, IIA	46.4	35.1	29.3	21.3
Western Ohio, III	—	—	27.2	21.8
Xavier U, IIA	36.8	29.5	25.4	19.8
Youngstown St U, IIA	40.9	34.0	26.5	21.8

OKLAHOMA

	Prof	Assoc Prof	Asst Prof	Inst
Bacone C, III		—	17.5	14.5
Cameron U, IIB	33.9	30.3	25.4	21.7
Central St U, IIA	38.0	34.7	31.8	26.4
East Central U, IIB	35.8	32.8	28.8	24.1
Langston U, IIB	33.3	27.1	24.4	23.5
Oklahoma Baptist U, IIB	29.0	24.6	21.5	17.9
Okla Christian C, IIB	30.9	28.0	22.7	19.3
Oklahoma St U				
main campus, I	40.1	31.8	27.8	21.9
Phillips U, IIA	27.5	23.8	21.1	—
U of Oklahoma, I	41.5	31.6	26.6	16.3
U of Science & Arts of Oklahoma, IIB	35.2	31.4	28.0	23.3
U of Tulsa, IIA	44.9	32.7	26.2	20.9

OREGON

	Prof	Assoc Prof	Asst Prof	Inst
Central Oregon CC, III	33.8	30.2	26.0	22.6
Concordia C, IIB	—	24.3	23.2	
Eastern Oregon St C, IIB	33.2	26.0	21.5	—
George Fox C, IIB	26.2	22.3	17.0	—
Lewis and Clark C, IIA	41.7	28.2	22.1	
Linfield C, IIB	29.5	24.2	20.2	—
Multnomah Sch of the Bible, IIC	20.9	18.9	18.2	—
NW Christian C, IIC	—	14.9		
Oregon Inst of Tech, IIC	34.8	29.5	25.9	22.2
Oregon St U, I	38.9	30.8	26.0	19.1
Pacific U, IIB	34.3	25.0	24.2	—
Reed C, IIB	38.5	29.2	24.5	
Southern Ore St C, IIA	34.6	27.5	22.6	19.6
Southwestern Ore CC, III	31.7	26.2	22.5	—
U of Oregon, I	38.3	30.0	25.0	19.9
U of Portland, IIA	35.7	29.1	23.7	
Warner Pacific C, IIB	—	21.8	18.9	
Western Baptist C, IIC	14.4	—		
Western Conservative Baptist Sem, IIC	28.3	—	—	

Average Faculty Salaries by Rank and Type of Institution, 1985-86

	SALARY				1-YEAR CHANGE			
Academic rank	Public	Independent private	Church-related	All	Public	Independent private	Church-related	All
Category I: Doctoral institutions								
Professor	$45,560	$53,190	$48,350	$47,280	+ 7.0%	+ 6.2%	+ 6.6%	+ 6.8%
Associate professor	33,430	36,360	35,380	34,040	+ 6.5%	+ 5.9%	+ 6.6%	+ 6.4%
Assistant professor	28,050	29,850	28,940	28,460	+ 7.3%	+ 6.3%	+ 6.1%	+ 7.1%
Instructor	20,430	23,370	23,510	20,990	+ 5.7%	+ 5.2%	+ 6.5%	+ 5.6%
Lecturer	23,430	24,860	22,400	24,440	—	—	—	—
All ranks	36,230	41,730	36,980	37,330	+ 6.9%	+ 6.1%	+ 7.3%	+ 6.7%
Category IIA: Comprehensive institutions								
Professor	39,720	40,170	39,320	39,740	+ 4.5%	+ 6.0%	+ 6.2%	+ 4.8%
Associate professor	31,580	31,790	31,010	31,550	+ 5.4%	+ 6.4%	+ 5.8%	+ 5.6%
Assistant professor	25,950	26,070	25,550	25,930	+ 5.4%	+ 6.4%	+ 5.6%	+ 5.5%
Instructor	20,820	21,270	20,180	20,820	+ 5.7%	+ 7.9%	+ 6.2%	+ 5.9%
Lecturer	21,310	22,940	25,020	21,720	—	—	—	—
All ranks	32,090	31,980	31,010	31,990	+ 5.0%	+ 6.3%	+ 5.9%	+ 5.2%
Category IIB: Baccalaureate institutions								
Professor	35,610	38,200	30,660	34,280	+ 6.5%	+ 4.9%	+ 4.8%	+ 5.3%
Associate professor	29,750	28,990	25,380	27,600	+ 6.3%	+ 4.9%	+ 5.3%	+ 5.3%
Assistant professor	24,890	23,640	21,370	22,980	+ 6.3%	+ 5.4%	+ 4.9%	+ 5.4%
Instructor	20,140	18,690	17,890	18,730	+ 6.3%	+ 5.3%	+ 5.2%	+ 5.6%
Lecturer	22,240	24,280	17,620	21,910	—	—	—	—
All ranks	28,430	29,040	24,580	26,920	+ 6.4%	+ 5.0%	+ 5.0%	+ 5.4%
Category IIC: Specialized institutions								
Professor	45,000	42,040	28,490	40,280	+ 6.7%	+ 8.2%	+ 7.0%	+ 7.3%
Associate professor	35,040	31,650	24,200	32,050	+ 7.1%	+ 5.4%	+ 6.4%	+ 6.3%
Assistant professor	29,630	26,100	20,230	26,520	+ 5.6%	+ 5.7%	+ 3.4%	+ 5.4%
Instructor	23,860	21,220	17,230	21,520	+11.9%	+ 7.7%	+ 3.6%	+ 9.1%
Lecturer	24,140	23,950	19,000	24,040	—	—	+	—
All ranks	35,820	31,690	24,600	32,100	+ 6.9%	+ 6.8%	+ 6.0%	+ 6.7%
Category III: 2-year institutions with academic ranks								
Professor	34,870	25,970	24,820	34,560	+ 5.7%	+ 6.3%	+ 4.7%	+ 5.7%
Associate professor	29,760	22,140	21,210	29,490	+ 5.5%	+ 5.9%	+ 5.0%	+ 5.5%
Assistant professor	25,480	19,960	18,980	25,140	+ 6.2%	+ 8.3%	+ 5.3%	+ 6.3%
Instructor	21,420	13,090	16,030	20,520	+ 6.2%	+ 6.7%	+ 9.2%	+ 6.2%
Lecturer	18,550	—	13,740	18,210	—	—	—	—
All ranks	28,510	18,220	19,770	27,990	+ 5.8%	+ 6.9%	+ 5.0%	+ 5.8%
Category IV: 2-year institutions without ranks								
No rank	28,620	18,980	19,060	28,320	+ 5.8%	+ 6.7%	+ 4.5%	+ 5.8%
All categories combined except IV:								
Professor	42,260	46,950	35,280	42,500	+ 6.1%	+ 6.0%	+ 6.2%	+ 6.1%
Associate professor	32,150	32,900	28,310	31,800	+ 6.0%	+ 5.8%	+ 5.7%	+ 5.9%
Assistant professor	26,740	26,770	23,150	26,240	+ 6.4%	+ 6.1%	+ 5.2%	+ 6.2%
Instructor	20,860	19,770	18,540	20,350	+ 6.0%	+ 6.2%	+ 5.5%	+ 5.9%
Lecturer	23,210	24,330	21,530	23,310	—	—	—	—
All ranks	33,390	35,350	27,730	33,090	+ 6.1%	+ 6.0%	+ 5.7%	+ 6.1%

— No data reported.

Note: Salary figures are based on reports of 2,159 institutions. Percentage changes are based on reports of 1,789 institutions that provided comparable data for both 1984-85 and 1985-86.

SOURCE: AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

OREGON—Continued

	Prof	Assoc Prof	Asst Prof	Inst
W Evangelical Sem, IIC	24.7			
W St Chiropractic C, IIC	—	—	19.1	
Willamette U, IIB	38.6	29.6	24.4	—

PENNSYLVANIA

	Prof	Assoc Prof	Asst Prof	Inst
Academy of the New Church, IIB	—	—	29.2	25.7
Albright C, IIB	37.6	30.6	25.8	23.8
Allegheny C, IIB	39.5	30.4	24.4	19.7
Allentown C of Saint Francis, IIB	32.6	26.4	22.5	19.5
Alliance C, IIB	—	—	17.6	—
Alvernia C, IIB	—	—	17.4	14.7
Bloomsburg U, IIA	39.1	32.0	25.6	21.4
Bryn Mawr C, I	42.5	33.8	26.1	—
Bucknell U, IIA	45.0	34.6	26.6	—
Bucks County CC, III	33.8	30.4	21.0	—
Butler County CC, III	33.6	29.3	24.0	19.7
Cabrini C, IIB	29.4	—	23.9	—
California U, IIA	37.4	31.0	24.7	19.7
Carlow C, IIB	33.8	24.6	19.5	17.1
Carnegie Mellon U, I	55.8	37.9	33.4	26.5
Chatham C, IIB	33.4	27.8	21.4	—
Chestnut Hill C, IIB	—	25.2	17.9	—
Cheyney U, IIA	37.5	31.0	25.7	21.1
Clarion U				
Main campus, IIA	39.0	31.7	25.2	19.5
Venango, III	—	—	24.9	—
C of Misericordia, IIB	—	24.0	20.0	16.2
CC of Allegheny County				
Allegheny, III	32.1	28.7	26.5	
Boyce, III	32.7	29.8	23.2	—
North, III	25.1	24.0	22.3	—
South, III	31.5	27.2	22.3	—
CC of Beaver County, III	30.1	27.5	25.9	22.0
CC of Philadelphia, III	41.6	36.4	30.8	24.0
Delaware County CC, III	35.2	29.0	25.2	
Delaware Valley C of Science & Ag, IIB	34.0	28.6	24.5	21.4
Dickinson C, IIB	40.9	31.4	24.5	21.5
Drexel U, IIA	48.0	34.2	29.9	24.2
Duquesne U, IIA	37.1	28.3	23.5	18.6
East Stroudsburg U, IIA	38.3	31.8	25.7	—
Eastern Baptist Theol Sem, IIC	30.3	—	—	
Eastern C, IIB	29.4	25.4	21.8	—
Edinboro U, IIA	37.4	30.8	25.4	—
Elizabethtown C, IIB	35.8	31.0	24.9	—

PENNSYLVANIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Franklin and Marshall C, IIB	46.6	36.0	25.0	23.3
Gannon U, IIA	33.8	30.0	26.3	20.3
Geneva C, IIB	28.3	24.6	21.6	—
Gettysburg C, IIB	43.0	33.1	25.3	24.4
Gwynedd-Mercy C, IIB	22.6	20.0	19.1	16.7
Harrisburg Area CC, III	34.0	28.2	22.4	19.4
Haverford C, IIB	46.5	36.5	26.6	—
Immaculata C, IIB	30.1	27.9	—	—
Indiana U, IIA	37.3	30.5	24.4	17.8
Juniata C, IIB	35.4	27.4	25.3	—
Keystone JC, III	26.2	22.1	17.9	17.0
King's C, IIB	32.6	27.8	23.5	—
Kutztown U, IIA	38.8	31.5	25.3	20.7
Lackawanna JC, III	—	—	16.4	11.5
Lafayette C, IIB	50.0	37.2	27.5	23.6
Lancaster Theol Sem, IIC	18.1			
La Roche C, IIB	—	25.1	22.6	
La Salle U, IIB	40.0	32.3	26.5	21.5
Lebanon Valley C, IIB	28.4	24.9	21.7	—
Lehigh County CC, III	33.3	28.5	26.1	—
Lehigh U, I	48.8	35.6	28.4	29.4
Lincoln U, IIB	33.0	27.1	22.6	19.3
Lock Haven U, IIB	39.6	32.3	26.1	20.1
Lutheran Theol Sem at Gettysburg, IIC	24.3	—	—	—
Lutheran Theol Sem at Philadelphia, IIC	34.8	—	—	—
Luzerne County CC, III	31.0	27.6	21.5	16.4
Lycoming C, IIB	34.7	28.0	23.0	20.1
Mansfield U, IIA	36.9	30.6	23.9	16.6
Marywood C, IIA	29.6	26.6	21.9	18.2
Mercyhurst C, IIB	29.7	25.4	20.9	20.0
Messiah C, IIB	31.0	27.2	24.3	21.6
Millersville U, IIA	38.8	31.4	25.2	19.9
Montgomery Co CC, III	35.7	30.5	25.6	—
Moravian C, IIB	35.4	28.3	23.6	—
Mount Aloysius JC, III		18.2	20.9	18.3
Muhlenberg C, IIB	38.1	29.8	23.1	—
Northampton County Area CC, III	30.1	27.9	24.2	—
Peirce Junior C, III	27.0	23.8	21.0	18.7
Pennsylvania C of Podiatric Med, IIC	45.9	—	24.8	—
Pennsylvania St U				
Main campus, I	47.1	34.7	28.5	18.0
IIA campuses	40.4	35.3	28.0	23.0
III campuses	38.1	30.6	24.6	20.6
Philadelphia C of Art, IIC	31.2	24.7	19.2	—

PENNSYLVANIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Phila C of Bible, IIC	19.2	18.3	15.7	—
Philadelphia C of Pharm & Sci, IIC	41.5	30.3	25.1	21.6
Philadelphia C of Textiles & Sci, IIB	38.3	32.1	26.7	—
Pittsburgh Theol Sem, IIC	37.7	—	—	
Point Park C, IIB	28.7	24.8	20.4	17.9
Reading Area CC, III	27.3	21.2	—	—
Robert Morris C, IIC	31.3	29.4	25.3	21.6
Rosemont C, IIB	29.9	27.6	18.2	—
Saint Francis C, IIB	27.7	25.0	20.5	19.4
Saint Joseph's U, IIB	39.7	31.6	26.3	20.8
Saint Vincent C, IIB	31.1	25.0	21.4	19.2
Seton Hill C, IIB	28.8	24.0	19.0	15.2
Shippensburg U, IIA	38.9	31.7	25.7	21.2
Slippery Rock U, IIA	37.4	30.5	24.2	19.6
Spring Garden C, IIC	31.4	24.5	—	—
Susquehanna U, IIB	35.1	27.9	22.9	—
Swarthmore C, IIB	48.4	33.6	26.1	—
Temple U, I	43.4	33.7	27.8	23.0
Thiel C, IIB	28.6	24.1	20.5	—
Thomas Jefferson U, IIC	—	31.4	24.9	15.4
U of Pennsylvania, I	56.2	40.0	32.9	—
U of Pittsburgh				
Main campus, I	48.3	34.1	27.1	18.7
Bradford, IIB	—	28.5	25.0	17.7
Greensburg, III	31.0	26.2	23.0	17.1
Johnstown, IIB	37.4	30.4	24.7	19.6
Titusville, III		27.6	—	—
U of Scranton, IIA	35.4	29.4	25.0	22.2
Ursinus C, IIB	36.1	29.3	24.8	—
Villa Maria C, IIB		21.3	18.9	—
Villanova U, IIA	44.8	34.8	28.6	21.5
Washington & Jefferson C, IIB	32.9	29.2	23.8	25.6
Waynesburg C, IIB	24.2	21.5	—	18.5
West Chester U, IIA	38.8	31.9	25.5	21.6
Westminster C, IIB	30.8	26.0	22.3	—
Westminster Theol Sem, IIC	25.8	—	—	
Westmoreland Co CC, III	—	26.6	24.2	20.5
Widener U, IIA	41.9	34.9	26.9	21.9
Wilkes C, IIA	31.7	26.7	22.3	—
Williamsport Area CC, III	28.4	27.6	25.9	23.5
Wilson C, IIB	27.1	22.6	18.4	—
York C of Pa, IIB	41.6	34.7	27.1	22.5

Continued on Following Page

FACT-FILE—Continued

RHODE ISLAND

	Prof	Assoc Prof	Asst Prof	Inst
Brown U, I	49.9	34.7	27.0	—
Bryant C, IIC	42.6	37.5	29.8	27.3
CC of Rhode Island, III	31.0	26.1	21.5	—
New England Inst of Tech, III		—	23.6	21.0
Providence C, IIA	42.2	35.5	27.6	25.2
Rhode Island C, IIA	34.8	29.2	24.7	19.7
RI Sch of Design, IIC	38.8	31.6	24.6	
Salve Regina-Newport C, IIA	32.5	26.8	21.7	18.3
U of Rhode Island, I	40.2	31.7	28.1	20.7

SOUTH CAROLINA

	Prof	Assoc Prof	Asst Prof	Inst
Baptist C of Charleston, IIB	22.8	17.6	17.9	—
Benedict C, IIB	27.4	20.9	18.7	15.7
Central Wesleyan C, IIB	19.1	15.9	—	—
The Citadel, IIA	37.1	33.1	25.9	—
Claflin C, IIB	20.8	—	18.6	16.8
Clemson U, I	44.4	33.4	28.2	20.0
Coker C, IIB	26.2	22.8	20.9	—
C of Charleston, IIA	37.5	32.5	25.8	—
Columbia Bible C, IIC	25.9			
Columbia C, IIB	27.8	22.5	20.9	17.9
Converse C, IIB	29.9	26.2	22.3	23.3
Erskine C & Sem, IIB	25.2	20.8	18.0	—
Francis Marion C, IIB	36.3	28.3	23.4	17.6
Furman U, IIB	36.2	27.6	23.2	18.6
Lander C, IIB	34.8	29.7	24.3	18.2
Limestone C, IIC	21.4	21.6	20.5	—
Lutheran Theol Southern Sem, IIC	24.7	—	—	
Morris C, IIB	22.5	20.2	16.8	15.1
Newberry C, IIB	23.9	21.2	19.5	—
North Greenville C, III	—	17.9	16.5	14.4
Presbyterian C, IIB	31.3	24.6	20.9	—
South Carolina St C, IIB	38.1	31.0	25.8	20.2
U of South Carolina				
Main campus, I	44.5	31.9	27.1	20.4
Aiken, IIB	32.8	27.2	21.9	17.3
Beaufort, III	—	25.0	—	—
Coastal, IIB	32.8	27.0	24.0	—
Lancaster, III	—	26.8	23.0	—
Salkehatchie, III	—	—	21.5	—
Spartanburg, IIB	32.9	27.0	23.9	20.8
Sumter, III	—	26.8	23.4	—
Union, III	—	—	—	19.9
Voorhees C, IIB	19.4	—	16.1	11.3
Winthrop C, IIA	38.3	30.7	25.4	18.3
Wofford C, IIB	35.4	27.2	23.7	—

SOUTH DAKOTA

	Prof	Assoc Prof	Asst Prof	Inst
Augustana C, IIB	29.0	25.0	21.1	18.7
Black Hills St C, IIB	31.2	25.3	22.5	17.4
Dakota St C, IIB	32.5	25.7	23.7	20.2
Datoka Wesleyan U, IIB	30.2	23.5	20.3	18.9
Huron C, IIB	—	—	—	15.1
Mount Marty C, IIB	24.7	19.3	17.2	15.2
Northern St C, IIB	32.6	26.0	23.6	20.5
Sioux Falls C, IIB	24.3	22.1	20.4	19.4
SD Sch of Mines & Tech, IIC	36.0	29.0	25.0	21.0
South Dakota St U, IIA	31.9	26.9	23.1	20.8
U of SD main campus, I	35.6	27.7	24.1	18.3

TENNESSEE

	Prof	Assoc Prof	Asst Prof	Inst
Austin Peay St U, IIA	33.3	26.3	21.9	17.7
Bethel C, IIB	23.6	20.3	—	—
Bryan C, IIB	24.4	21.1	19.6	
Carson-Newman C, IIB	28.6	23.8	21.7	—
Chattanooga St Tech CC, III	31.6	28.6	26.9	24.4
Christian Brothers C, IIB	32.4	25.8	20.9	—
Cleveland St CC, III	29.4	25.5	21.7	—
Columbia St CC, III	—	28.7	28.5	20.9

TENNESSEE—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Covenant C, IIB	29.4	25.1	20.7	
David Lipscomb C, IIB	30.3	25.6	21.8	19.0
Dyersburg St CC, III	26.5	25.4	—	19.9
East Tennessee St U, IIA	36.6	30.2	25.1	19.9
Freed-Hardeman C, III	31.1	27.1	22.4	16.5
Jackson St CC, III	—	25.7	23.3	17.9
Knoxville C, IIB	—	—	16.1	13.8
Lambuth C, IIB	23.6	22.0	19.8	
Lee C, IIB	27.3	22.4	20.4	17.8
Lincoln Memorial U, IIB	—	18.3	17.6	16.3
Maryville C, IIB	25.6	21.1	19.2	16.3
Memphis St U, I	39.3	31.0	25.4	17.7
Middle Tenn St U, IIA	39.6	33.2	26.3	20.7
Motlow St CC, III	—	27.2	23.9	21.0
Nashville St Tech Inst, III	31.0	27.0	25.0	22.2
Roane St CC, III	32.1	26.4	22.2	18.2
Shelby St CC, III	28.3	23.6	19.5	19.0
Southern C of Seventh-Day Adventists, IIB	20.0	19.3	18.8	17.0
Rhodes C, IIB	36.5	29.8	23.2	—
St Tech Inst				
Knoxville, III	—	24.8	22.5	20.6
Memphis, III	30.8	25.8	22.7	19.8
Tennessee St U, IIA	35.6	28.8	24.7	19.7
Tennessee Tech U, IIA	38.8	31.2	26.0	20.4
Tennessee Temple U, III	25.9	20.6	18.1	16.2
Tenn Wesleyan C, IIB	17.6	16.0	15.1	—
Tri-Cities St Tech Inst, III		—	24.0	20.2
Tusculum C, IIB	18.9	18.1	16.9	—
Union U, IIB	26.8	24.0	21.1	17.7
U of the South, IIB	38.3	28.9	24.1	—
U of Tennessee				
Knoxville, I	42.4	31.4	27.2	19.2
Chattanooga, IIA	36.1	29.8	25.6	18.5
Inst of Ag, IIA	40.6	33.6	28.9	—
Martin, IIB	33.3	28.2	25.6	18.4
Vanderbilt U, I	50.0	35.3	27.8	23.5
Volunteer St CC, III	31.4	26.0	22.1	19.0
Walters St CC, III	31.2	26.6	24.1	21.5

TEXAS

	Prof	Assoc Prof	Asst Prof	Inst
Abilene Christian U, IIA	32.8	27.7	24.6	18.9
Angelo St U, IIA	36.1	32.4	27.1	20.6
Austin C, IIB	36.4	27.3	24.3	—
Baylor U, I	44.1	34.5	29.0	22.6
Bishop C, IIB	24.8	21.1	20.2	—
Brazosport C, III	35.5	30.9	24.8	—
Corpus Christi St U, IIA	36.4	29.0	24.0	21.0
Del Mar C, III	37.8	32.2	29.1	25.4
East Texas Baptist U, IIB	25.6	—	19.5	20.5
East Texas St U, IIA	37.2	29.9	25.7	22.1
Texarkana, IIC	38.3	31.9	—	
Howard Payne U, IIB	21.1	20.8	19.5	—
Incarnate Word C, IIB	27.9	25.2	20.3	
Jarvis Christian C, IIB	27.4	23.1	18.8	16.4
Laredo St U, IIB	—	31.3	25.1	—
Le Tourneau C, IIC	26.4	24.1	21.9	20.8
Lubbock Christian C, IIB	22.7	20.5	16.3	—
Midwestern St U, IIA	38.4	30.7	23.8	19.3
North Texas St U, I	39.8	31.7	27.3	21.6
Odessa C, III	37.5	31.4	29.1	24.8
Our Lady of the Lake U, IIA	31.5	25.1	23.6	17.8
Pan American U, IIA	38.1	30.1	24.8	20.6
Prairie View A&M U, IIA	36.5	32.8	26.2	23.9
Rice U, I	51.1	37.2	29.7	19.6
Saint Edward's U, IIB	29.9	24.0	19.2	—
Saint Mary's U, IIA	38.7	29.1	25.7	18.7
Saint Philip's C, III	36.6	31.8	28.0	23.9
Sam Houston St U, IIA	37.7	31.9	26.4	20.8
San Antonio C, III	35.4	31.5	28.3	24.9
Schreiner C, III	28.4	—	20.0	17.7
Southern Methodist U, I	51.9	36.1	29.8	
Southwest Tex St U, IIA	37.2	31.2	27.5	20.0
SW Assemblies of God C, IIC	—	—	18.6	—

TEXAS—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Southwestern U, IIB	42.6	32.1	26.5	—
Stephen F Austin St U, IIA	37.1	30.6	25.6	19.6
Sul Ross St U, IIA	34.6	28.8	23.6	19.2
Tarleton St U, IIA	34.8	30.0	25.6	20.4
Texas A&I U, IIA	34.1	28.0	24.8	18.7
Texas A&M U				
Main campus, I	44.3	33.6	27.6	20.3
Galveston, IIB	—	27.7	24.3	
Texas Christian U, I	45.1	33.6	27.3	24.0
Texas C, IIB	18.6	18.2	14.7	12.9
Texas Lutheran C, IIB	30.2	26.8	23.0	—
Texas Tech U, I	42.3	32.1	26.8	—
Texas Wesleyan C, IIB	27.9	24.6	22.9	—
Texas Woman's U, I	39.2	31.5	25.8	23.4
Trinity U, IIA	45.7	34.2	27.2	22.2
U of Dallas, IIA	31.4	27.8	23.8	19.4
U of Houston				
Clear Lake, IIA	40.9	32.9	29.6	24.9
Downtown, IIC	44.8	31.9	25.7	—
U Park, I	47.6	34.2	28.7	21.0
U of Saint Thomas, IIA	28.4	25.2	21.7	—
U of Texas				
Austin, I	48.3	33.2	29.3	21.0
Arlington, IIA	42.2	32.1	27.3	—
Dallas, I	46.4	33.8	29.4	—
El Paso, IIA	38.9	32.4	26.2	
Permian Basin, IIA	34.4	27.7	25.8	—
San Antonio, IIA	39.0	31.3	26.1	—
Tyler, IIA	39.0	31.8	27.1	22.2
West Texas St U, IIA	35.7	29.5	24.4	20.1
Western Texas C, III	—	27.5	24.2	21.9
Wiley C, IIB	20.4	17.0	—	14.1

UTAH

	Prof	Assoc Prof	Asst Prof	Inst
Dixie C, III	—	27.9	24.3	16.7
Snow C, III	31.5	28.2	22.7	21.4
Southern Utah St C, IIB	33.0	26.9	22.6	20.2
U of Utah, I	44.2	31.3	27.7	23.1
Utah St U, I	39.1	31.4	25.8	21.9
Utah Tech C at Salt Lake, III	28.9	25.6	23.9	22.6
Weber St C, IIB	38.9	32.1	27.5	21.4
Westminster C of Salt Lake City, IIB	25.2	23.0	20.6	—

VERMONT

	Prof	Assoc Prof	Asst Prof	Inst
Champlain C, III	29.2	24.9	25.0	18.0
Green Mountain C, III	24.8	—	20.0	—
Lyndon St C, IIB	30.2	27.0	23.8	—
Middlebury C, IIB	46.2	31.7	25.4	23.2
Saint Michael's C, IIA	34.0	27.2	22.4	—
U of Vermont, I	43.6	32.7	26.8	20.6
Vermont Tech C, III	29.6	26.5	23.2	—

VIRGINIA

	Prof	Assoc Prof	Asst Prof	Inst
Averett C, IIB	24.8	22.3	19.1	—
Blue Ridge CC, III	—	27.9	24.8	20.8
Bridgewater C, IIB	28.1	23.4	20.7	—
Central Va CC, III	32.2	28.3	24.9	—
Christendon C, IIB	—	—	20.2	
Christopher Newport C, IIB	32.2	20.0	25.4	21.3
C of William and Mary, I	41.4	34.0	27.6	22.9
Richard Bland C, III	33.3	26.5	—	—
Dabney S Lancaster CC, III	—	28.7	24.5	19.6
Danville CC, III	28.3	27.3	23.7	19.8
Eastern Mennnonite C & Sem, IIB	22.2	18.3	16.5	13.7
Emory & Henry C, IIB	29.9	24.9	22.0	—
Ferrum C, IIB	25.9	22.4	19.2	
George Mason U, IIA	43.5	33.4	28.5	23.7
Germanna CC, III	—	29.5	23.2	18.7
Hampden-Sydney C, IIB	34.0	27.8	23.5	

VIRGINIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Hollins C, IIB	30.0	31.2	22.1	21.1
Inst of Textile Tech, III	—	33.3	33.7	—
James Madison U, IIA	35.6	29.8	26.3	20.2
J Sargeant Reynolds CC, III	30.4	27.6	24.0	21.5
John Tyler CC, III	29.8	27.6	22.7	21.0
Liberty U, IIB	28.4	26.2	22.4	18.2
Longwood C, IIB	35.4	30.1	23.8	22.1
Lord Fairfax CC, III	—	24.8	22.9	—
Lynchburg C, IIA	32.7	26.7	21.7	17.6
Mary Baldwin C, IIB	30.2	24.0	20.5	—
Mary Washington C, IIB	34.7	30.0	24.3	21.7
Marymount C of Va, IIB	35.6	27.4	24.8	17.3
Mountain Empire CC, III	—	26.6	23.0	20.2
New River CC, III	31.6	28.2	23.1	18.8
Norfolk St U, IIA	37.0	32.0	26.2	19.4
Northern Virginia CC, III	32.4	29.5	25.4	21.8
Old Dominion U, IIA	43.2	32.0	27.9	21.5
Patrick Henry CC, III	—	27.6	23.8	19.6
Paul D Camp CC, III	—	26.6	22.4	—
Piedmont Virginia CC, III	—	26.1	22.9	19.5
Protestant Episcopal Theol Sem in Va, IIC	25.2	—	—	
Radford U, IIA	36.0	29.6	25.4	20.2
Randolph-Macon C, IIB	34.3	27.5	22.6	—
Randolph-Macon Woman's C, IIB	34.6	26.7	22.0	—
Rappahannock CC, III	—	28.3	22.6	19.0
Roanoke C, IIB	35.7	27.6	22.9	—
Saint Paul's C, IIB	24.0	20.8	—	17.3
Shenandoah C & Consv of Music, IIB	25.6	23.2	18.5	15.2
Southside Virginia CC, III	—	26.4	22.5	—
Southwest Va CC, III	30.2	27.7	24.1	21.2
Sweet Briar C, IIB	36.4	28.6	22.5	—
Thomas Nelson CC, III	31.2	26.8	23.9	20.0
Tidewater CC, III	29.2	26.5	23.3	20.2
U of Richmond, IIA	43.2	33.5	26.2	17.6
U of Virginia, I	53.8	36.7	26.9	21.6
Clinch Valley C, IIB	32.3	26.4	22.0	
Va Commonwealth U, I	41.2	33.6	29.1	22.5
Virginia Highlands CC, III	—	27.6	23.6	19.3
Virginia Military Inst, IIB	37.6	33.4	27.2	—
Virginia Poly Inst & St U, I	49.2	35.2	30.0	22.1
Virginia St U, IIA	31.0	27.7	23.2	19.4
Virginia Wesleyan C, IIB	31.4	27.4	22.6	20.7
Virginia Western CC, III	32.5	28.2	23.8	20.4
Washington & Lee U, IIB	42.6	32.2	29.2	20.0
Wytheville CC, III	30.6	27.2	23.1	21.4

WASHINGTON

	Prof	Assoc Prof	Asst Prof	Inst
Central Wash U, IIA	35.9	29.9	24.8	20.7
Eastern Wash U, IIA	33.4	29.3	22.6	17.6
Gonzaga U, IIA	38.3	29.9	23.3	—
NW C of Assemblies of God, IIC	—	22.5	—	17.7
Pacific Lutheran U, IIA	34.2	28.0	23.0	—
Seattle Pacific U, IIB	32.1	27.2	23.3	18.4
Seattle U, IIA	36.5	28.8	25.2	24.1
Shoreline CC, III	28.0			22.8
U of Puget Sound, IIA	36.8	29.9	24.1	20.3
U of Washington, I	43.2	31.3	28.1	25.3
Washington St U, I	39.7	30.1	26.8	20.7
Western Wash U, IIA	37.2	30.8	25.8	
Whitman C, IIB	39.0	32.0	25.5	—
Whitworth C, IIB	33.1	27.1	22.0	—

WEST VIRGINIA

	Prof	Assoc Prof	Asst Prof	Inst
Alderson Broaddus C, IIB	22.7	22.2	18.3	16.5
Beckley C, III	19.4	—	—	18.2
Bethany C, IIB	28.3	22.8	21.8	—
Bluefield St C, IIB	29.4	24.7	20.0	16.0
Concord C, IIB	30.6	25.0	20.4	18.0
Davis & Elkins C, IIB	26.2	21.6	19.8	17.0
Fairmont St C, IIB	31.7	26.0	19.5	19.9
Glenville St C, IIB	29.3	25.1	21.2	19.3

WEST VIRGINIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Marshall U, IIA	33.8	28.4	22.8	17.5
Ohio Valley C, III	—	18.0	—	
Parkersburg CC, III	28.7	23.7	18.8	16.5
Salem C, IIB	20.8	18.9	16.5	14.5
Shepherd C, IIB	31.8	26.6	24.0	19.9
Southern WVa CC, III	—	25.6	21.3	16.3
West Liberty St C, IIB	31.2	25.3	21.4	18.2
West Virginia C of Grad Studies, IIC	36.5	31.8	24.2	—
West Va Inst of Tech, IIB	31.0	26.9	23.5	19.4
West Va Northern CC, III	27.0	22.5	19.4	15.5
West Virginia Sch of Osteopathic Med, IIC	—	38.3	—	
West Virginia St C, IIB	30.6	25.8	21.8	17.7
West Virginia U, I	39.7	31.8	25.5	19.3
Potomac St C, III	32.2	24.9	20.3	16.8
West Va Wesleyan C, IIB	26.4	22.4	21.1	17.7
Wheeling C, IIB	28.2	23.0	20.6	16.9

WISCONSIN

	Prof	Assoc Prof	Asst Prof	Inst
Alverno C, IIB	—	24.3	19.9	17.4
Beloit C, IIB	33.1	28.2	22.7	—
Carroll C, IIB	33.8	29.1	25.1	
Carthage C, IIB	30.1	23.8	22.1	16.6
Concordia C Wis, IIB	—	20.1	18.1	—
Edgewood C, IIB	25.5	21.4	—	
Inst Paper Chemistry, IIC	50.6	36.2	31.1	—
Lakeland C, IIB	25.8	—	19.4	—
Lawrence U, IIB	39.3	30.9	23.0	
Marian C of Fond Du Lac, IIB	—	—	20.8	16.8
Marquette U, I	46.4	35.0	29.5	21.5
Milwaukee Sch of Engineering, IIB	34.0	26.3	24.9	21.0
Mount Mary C, IIB	—	24.5	19.2	—
Mount Senario C, IIB	22.7	18.7	16.9	14.6
Northland C, IIB	21.8	18.8	17.3	—
Ripon C, IIB	36.1	27.7	23.3	21.4
Saint Norbert C, IIB	36.8	30.8	23.8	—
U of Wisconsin				
Eau Claire, IIA	36.7	29.2	25.5	24.3
Green Bay, IIA	36.9	29.6	24.4	—
La Crosse, IIA	36.4	31.7	27.8	25.1
Madison, I	44.6	32.8	29.3	—
Milwaukee, I	43.1	31.9	27.7	23.2
Oshkosh, IIA	37.2	31.3	27.4	23.2
Parkside, IIA	39.3	30.1	25.4	
Platteville, IIA	35.3	30.8	27.1	—
River Falls, IIA	34.7	27.3	24.2	20.9
Stevens Point, IIA	35.6	28.9	24.9	21.5
Stout, IIA	35.2	29.3	25.2	22.4
Superior, IIA	37.7	28.8	24.6	—
Whitewater, IIA	36.5	30.6	26.8	23.3
Centers, III	33.1	27.4	23.0	19.7
Viterbo C, IIB	—	24.7	20.5	18.4

WYOMING

	Prof	Assoc Prof	Asst Prof	Inst
U of Wyoming, I	43.5	32.6	28.1	27.5
Western Wyoming CC, III	38.5	34.9	32.4	26.2

PUERTO RICO

	Prof	Assoc Prof	Asst Prof	Inst
American C of PR, III	—	—	14.3	7.2
Catholic U of PR, IIB	17.4	14.7	12.4	10.9
U of Puerto Rico				
Arecibo Tech U C, III	26.7	21.9	18.4	15.3
Bayamon Tech U C, IIB	23.5	18.2	15.2	11.2
Cayey U C, IIB	27.8	23.0	18.4	15.5
Humacao U C, IIB	28.7	23.1	18.9	15.7
Ponce Tech U C, III	—	17.3	15.0	12.8
Rio Piedras, IIA	28.2	22.6	18.7	15.5
U of the Sacred Heart, IIB	20.8	16.7	15.2	12.7

GUAM

	Prof	Assoc Prof	Asst Prof	Inst
U of Guam, IIA	38.8	32.4	25.7	21.2

2-Year Institutions Without Academic Ranks (Category IV)

Alabama

Alexander City St JC	28.5
Brewer St JC	27.6
Chattahoochee Valley St CC	27.4
Enterprise St JC	28.1
Gadsden St JC	32.2
George C Wallace St CC	26.1
Dothan	28.3
Selma	27.5
Jefferson Davis St JC	27.3
Jefferson St JC	29.2
John C Calhoun St CC	28.4
Lawson St CC	28.2
Lurleen B Wallace St JC	26.1
Marion Military Inst	20.2
Northeast Alabama St JC	26.8
Northwest Alabama St JC	26.5
Patrick Henry St JC	27.3
S D Bishop St JC	26.4
Shelton St CC	27.9
Snead St JC	28.2
Southern Union St JC	26.6
Walker C	25.1

Alaska

U of Alaska	
Anchorage CC	45.3
Islands CC	39.9
Kenai Peninsula CC	42.9
Ketchikan CC	38.9
Kuskokwim CC	54.5
Matanuska CC	42.1
Northwest CC	55.4
Prince William Sound CC	39.9
Tanana Valley CC	45.3

Arizona

Arizona Western C	27.5
Central Arizona C	28.3
Cochise C	26.3
Eastern Arizona C	28.5
Glendale CC	37.4
Maricopa Tech CC	35.1
Mesa CC	36.9
Mohave CC	25.6

Arizona—Continued

Navajo CC	20.2
Northland Pioneer C	25.2
Phoenix C	36.5
Pima CC	28.3
Scottsdale CC	37.7
South Mountain CC	31.2
Yavapai C	28.9

Arkansas

East Arkansas CC	22.5
Garland County CC	28.2
Mississippi County CC	20.9
North Arkansas CC	21.1
Southern Arkansas U	
El Dorado	23.1
Tech	22.8
Westark CC	24.7

California

Allan Hancock C	33.1
Antelope Valley C	31.0
Barstow C	34.5
Butte C	31.9
Cabrillo C	32.1
Cerritos C	37.5
Chaffey C	33.8
Citrus C	34.5
Coast CC District	36.8
Coachella Valley CC	33.9
C of Marin	34.2
C of the Redwoods	33.5
C of the Sequoias	36.1
Compton CC	30.7
Contra Costa CC District	38.0
El Camino C	37.5
Foothill-De Anza CC District	37.4
Galivan C	29.9
Glendale CC District	31.9
Grossmont C	31.9
Hartnell C	33.6
Imperial Valley C	30.4
Lake Tahoe CC	33.0
Lassen C	29.9
Long Beach City C	35.1

California—Continued

Los Angeles CC District	35.6
Los Rios CC District	32.4
Mendocino-Lake CC District	29.8
Merced C	32.7
Mira Costa C	34.9
Monterey Peninsula CC	31.5
Mount San Antonio C	35.7
Mount San Jancinto C	32.5
Napa Valley C	30.4
North Orange County CC District	35.9
Palo Verde C	30.6
Palomar C	34.7
Pasadena Area CC District	34.8
Peralta CC's	30.4
Rio Hondo C	37.8
Riverside City C	35.1
Saddleback CC District	38.0
San Bernardino CC District	33.4
San Diego CC District	29.8
San Francisco City C	37.3
San Joaquin Delta C	36.6
San Jose CC District	35.4
Santa Barbara Co C	36.5
Santa Monica C	37.1
Shasta C	33.1
Sierra C	32.3
San Mateo CC District	35.7
Siskiyou Joint CC District	32.1
Solano CC	35.9
State Center CC District	33.9
Taft C	38.1
Ventura County CC District	33.1
Victor Valley CC District	33.2
West Hills CC District	33.1
West Valley Joint CC District	33.8
Yuba C	33.3

Colorado

Aims CC	24.7
Arapahoe CC	25.1
Colorado Northwestern CC	28.7
CC of Denver	25.3
Front Range CC	25.5
Lamar CC	19.7

Colorado—Continued

Morgan CC	22.0
Northeastern JC	25.7
Otero JC	24.2
Pikes Peak CC	24.9
Pueblo CC	20.9
Red Rocks CC	24.7
Trinidad St JC	21.3

Delaware

Delaware Tech & CC	
Southern	29.0
Stanton-Wilmington	27.5
Terry	26.4

Florida

Broward CC	28.0
Lake-Sumter CC	23.9
Tallahassee CC	27.5

Georgia

Dekalb CC	28.5

Hawaii

U of Hawaii	
Honolulu CC	27.2
Kapiolani CC	29.0
Kauai CC	26.3
Leeward CC	28.9
Maui CC	27.5
Windward CC	26.8

Idaho

North Idaho C	26.7

Illinois

Belleville Area C	31.4
Carl Sandburg C	23.9
C of Lake County	33.2
Danville Area CC	25.7
Elgin CC	29.3

Illinois—Continued

Highland CC	26.8
Illinois Eastern CC's	22.2
Illinois Valley CC	26.8
John A Logan C	29.5
John Wood CC	19.6
Joliet JC	32.3
Kankakee CC	22.3
Kaskaskia C	24.0
Lake Land CC	24.6
Lincoln C	18.7
McHenry County C	27.7
Midstate C	15.3
Morrison Inst of Tech	21.9
Morton C	31.2
Parkland C	30.3
Prairie St C	29.9
Rend Lake C	27.1
Southeastern Illinois C	23.3
Spoon River C	26.8
Springfield C	16.7
State CC	23.3
Thornton CC	33.6
Waubonsee CC	28.9

Indiana

Indiana Voc-Tech C	18.7

Iowa

Des Moines Area CC	23.1
Eastern Iowa CC District	20.0
Ellsworth CC	22.4
Hawkeye Inst of Tech	20.5
Indian Hills CC	20.1
Iowa Lakes CC	21.7
Marshalltown CC	21.3
Mount Saint Clare C	21.0
North Iowa Area CC	25.7
Northeast Iowa Tech C	19.7
Northwest Iowa Tech C	20.2
Southeastern CC	22.7
Western Iowa Tech CC	21.1

Kansas

Barton County CC	23.0
Butler County CC	24.3
Central C	15.2
Cloud County CC	22.7
Coffeyville CC	22.5
Colby CC	22.1
Cowley County CC	25.4
Donnelly C	16.0
Fort Scott CC	19.2
Garden City CC	24.5
Haskell Indian JC	25.5
Hesston C	17.3
Highland CC	22.3
Hutchinson CC	26.3
Independence CC	23.4
Johnson County CC	30.5
Kansas City Kansas CC	28.2
Labette CC	23.9
Neosho County CC	24.6
Seward County CC	24.2

Kentucky

Draughon's C	11.7
Lindsey Wilson C	19.0
Midway C	17.8
Saint Catharine C	12.6
Watterson C	13.8

Louisiana

Saint Bernard Parish CC	23.9

Maine

Andover C	16.2
Central Maine Voc & Tech Inst	23.3
Eastern Maine Voc & Tech Inst	22.2
Northern Maine Voc & Tech Inst	22.3
Westbrook C	19.1

Michigan

Alpena CC	31.5
Baker JC of Business	23.6

Continued on Page 28, Column 1

FACT-FILE—Continued

Michigan—Continued

Bay De Noc CC	27.1
Mott CC	34.1
Cranbrook Acad of Art	23.5
Davenport C of Business	23.4
Glen Oaks CC	26.2
Gogebic CC	26.1
Grand Rapids JC	31.0
Highland Park CC	26.6
Jackson CC	30.0
Kalamazoo Valley CC	31.2
Lake Michigan C	25.9
Macomb CC	35.1
Mid Michigan CC	24.3
Montcalm CC	28.0
Muskegon Business C	23.1
Muskegon CC	31.1
North Central Mich C	30.0
Oakland CC	37.4
Saint Clair County CC	31.9
Schoolcraft C	32.6
Southwestern Michigan C	25.0
Suomi C	22.3
Wayne County CC	35.4
West Shore CC	24.5

Minnesota

Anoka-Ramsey CC	27.7
Arrowhead CC Region	27.2
Austin CC	30.8
Bethany Lutheran C	24.5
Brainerd CC	29.2
Fergus Falls CC	30.1
Inver Hills CC	28.0
Lakewood CC	29.9
Minneapolis CC	28.3
Normandale CC	28.5
North Hennepin CC	28.7
Northland CC	29.7
Rochester CC	27.7
Willmar CC	29.8
Worthington CC	27.3

Mississippi

Copiah-Lincoln JC	19.4
East Central JC	20.0
East Mississippi JC	16.5
Hinds JC	21.2
Holmes JC	19.3
Itawamba JC	21.1
Jones County JC	24.1
Meridian JC	20.7
Mississippi Delta JC	21.5

Mississippi—Continued

Mississippi Gulf Coast JC	24.8
Northeast Mississippi JC	22.1
Northwest Mississippi JC	19.4
Pearl River JC	20.4
Southwest Mississippi JC	18.2
Utica JC	21.5
Wood JC	14.3

Missouri

Crowder C	19.1
East Central JC	22.7
Jefferson C	23.1
Longview CC	29.4
Maple Woods CC	29.3
Mineral Area C	23.1
Moberly JC	19.6
Penn Valley CC	29.4
Pioneer CC	19.4
Saint Mary's C of O'Fallon	17.0
State Fair CC	18.3
Three Rivers CC	20.4
Trenton JC	20.1

Montana

Dawson CC	26.5
Miles CC	24.8

Nebraska

Central CC	21.6
McCook CC	22.2
Metropolitan Tech CC	21.2
Mid-Plains Tech CC Area	24.8
Northeast Tech CC	21.2
Southeast CC	20.0
Western Tech CC Area	21.5

Nevada

Clark County CC	28.4
Northern Nevada CC	25.2
Truckee Meadows CC	27.7
Western Nevada CC	26.6

New Hampshire

Hesser C	18.6

New Jersey

Berkeley Sch	17.8

New York

JC Of Albany	20.8

North Carolina

Anson Tech C	16.4
Asheville Buncombe Tech C	22.3
Beaufort County CC	20.3
Bladen Tech C	16.1
Blue Ridge Tech C	22.1
Brunswick Tech C	19.8
Caldwell CC and Tech Inst	19.9
Cape Fear Tech Inst	22.3
Carteret Tech C	19.7
Catawba Valley Tech C	22.9
Central Piedmont CC	24.2
Chowan C	21.1
Cleveland Tech Inst	20.1
C of the Albemarle	27.1
Craven CC	21.5
Davidson County CC	25.2
Durham Tech Inst	21.8
Fayetteville Tech Inst	24.0
Forsyth Tech C	27.6
Guilford Tech CC	22.4
Halifax CC	19.7
Haywood Tech C	20.8
Isothermal CC	21.0
James Sprunt Tech C	19.5
Johnston Tech C	19.3
Lees-McRae C	18.9
Martin CC	21.9
Mayland Tech C	19.7
McDowell Tech C	19.0
Mitchell CC	20.1
Montgomery Tech C	17.2
Montreat-Anderson C	20.1
Nash Tech Inst	21.3
Pamlico Tech C	17.5
Piedmont Tech C	18.5
Pitt CC	22.0
Randolph Tech C	19.1
Richmond Tech C	22.7
Roanoke-Chowan Tech C	20.6
Robeson Tech C	21.8
Rockingham CC	22.3
Rowan Tech C	23.7
Sampson Tech C	18.0
Sandhills CC	23.8
Southeastern CC	18.8
Southwestern Tech C	16.4
Stanly Tech C	19.6
Surry CC	21.6
Tech C of Alamance	22.4
Tri-County CC	18.1

N Carolina—Continued

Vance-Granville CC	20.9
Warren Wilson C	14.5
Wayne CC	21.0
Western Piedmont CC	21.5
Wilkes CC	22.1
Wilson County Tech Inst	21.2

North Dakota

Bismarck JC	28.1
Lake Region CC	22.1
North Dakota St Sch of Science	26.8
North Dakota St U at Bottineau	24.9

Ohio

Cincinnati Tech C	31.5
Columbus Tech Inst	24.8
Hocking Tech C	22.4

Oklahoma

Eastern Oklahoma St C	26.6
Oklahoma City CC	26.8
Rose St C	25.4
Saint Gregory's C	22.0
Sayre JC	24.1

Oregon

Bassist C	22.3
Blue Mountain CC	32.1
Chemeketa CC	28.5
Clatsop CC	25.9
Mount Hood CC	30.5
Portland CC	27.9
Rogue CC	27.1
Treasure Valley CC	24.1
Umpqua CC	26.3

Pennsylvania

Art Inst of Pittsburgh	19.1
Berean Inst	14.1
Lincoln Tech Inst	21.2
Vale Tech Inst	16.2

South Carolina

Aiken Tech C	25.9
Anderson C	22.0
Beaufort Tech C	19.4
Chesterfield-Marlboro Tech C	25.1

S Carolina—Continued

Clinton JC	7.4
Denmark Tech C	20.4
Florence Darlington Tech C	22.7
Greenville Tech C	22.5
Horry-Georgetown Tech C	21.6
Midlands Tech C	22.0
Orangeburg Calhoun Tech C	21.4
Piedmont Tech C	20.7
Spartanburg Methodist C	20.1
Spartanburg Tech C	21.7
Sumter Area Tech C	21.1
Tri-County Tech C	22.2
Trident Tech C	23.3
York Tech C	22.2

South Dakota

Oglala Lakota C	19.6
Presentation C	17.6

Tennessee

Tomlinson C	18.7

Texas

Alvin CC	30.5
Angelina C	26.8
Bee County C	25.0
Brookhaven C	33.5
Cedar Valley C	32.4
Cisco JC	22.6
Clarendon C	22.9
Cooke County C	23.4
Eastfield C	35.8
El Centro C	32.3
El Paso County CC	25.8
Grayson County C	26.0
Howard County JC District	25.4
Midland C	31.2
Mountain View C	35.3
Navarro C	26.8
North Lake C	34.0
Paris JC	22.9
Richland C	35.0
Southwest Texas JC	27.2
Temple JC	27.5
Texas St Tech Inst	
Amarillo	21.9
Harlingen	21.8
Tyler JC	26.5
Wharton County JC	27.6

Utah

C Of Eastern Utah	24.1
Utah Tech C at Provo	26.4

Virginia

Southern Sem JC	18.5

Washington

Art Inst of Seattle	19.7
Bellevue CC	28.6
Big Bend CC	28.1
Centralia C	27.6
Clark C	27.8
Columbia Basin C	26.9
CC's of Spokane	26.1
Edmonds CC	26.4
Everett CC	27.3
Ft Steilacoom	26.5
Grays Harbor C	27.7
Green River CC	30.7
Highline CC	27.6
Lower Columbia C	24.9
North Seattle CC	28.3
Olympic C	28.3
Peninsula C	29.2
Seattle Central CC	28.2
Skagit Valley C	25.5
South Puget Sound CC	25.6
South Seattle CC	27.5
Spokane Falls CC	26.8
Tacoma CC	31.8
Walla Walla CC	25.8
Wenatchee Valley C	26.4
Whatcom CC	24.1
Yakima Valley CC	28.8

Wisconsin

District One Tech Inst	28.3
Mid-State Tech Inst	28.2
Moraine Park Voc. Tech and Adult Ed District	27.6
Northeast Wisconsin Tech Inst	27.3

Wyoming

Casper C	27.7
Laramie County CC	27.1

Micronesia

CC of Micronesia	19.9

Senior Professors Said to Resist Changes in Lives

Continued from Page 21

monitoring. They are aware of aches, pains, bulges, veins, hairlines that are receding, and waistlines that aren't."

"When they recognize these limitations, they have a sense of regret," he added.

At mid-life, people also realize that they are old, said Ms. Krupp.

"If you can face this change and accept it, you can get on with life," she said. "The changes are sequential—age 35 to 40 to 50 to 60—and you must go through them. If you can't handle this, you are going to be in difficulty all your life."

Now, too, said Ms. Krupp, "you must face the fact that you are mortal, and decide how you want to deal with the time you have left."

People—and there are many—who don't deal with these issues at age 40 and 50 will remain troubled, she said. "The problems will wait for you and you will have bigger problems later."

During their middle years, faculty members also confront unsettling professional considerations.

For example, said Mr. Altman, many faculty members begin their college careers with unrealistic goals. When they look back as senior professors, "they see that they never got their book finished, or they didn't accomplish anything they set out to do."

Older faculty members are also lonely.

"Administrators assume that professors need to work in a rarefied atmosphere of solitude, that nothing helps a scholar as much as being left alone," said Mr. Altman. "This is not true. Loneliness contributes a good deal to faculty stress and burnout."

Sometimes success isn't what faculty members expected it would be when they were younger.

"At mid-life, you assume that you are successful," said Ms. Krupp. "You are a full professor or a dean. You feel you have achieved your goals by age 40. But you discover when you get there, there is no 'there' there. You have accomplished what you set out to do. Now what are you going to do with the rest of your life?"

At this point, faculty-development directors say, professors may slip into a rut.

"Some senior faculty mentally opt out of the system," said Mr. Altman. "They get their satisfaction outside the university." When they are approached about adding a little excitement to their lives, he said, "they say they are getting enough renewal."

These "on-the-job retirees," as Ms. Krupp labeled them, "find fault with the administration, the dean, the kids, the heating system, the lighting, and everything else."

Working with Junior Faculty

The top candidate for renewal is the faculty member "who feels left out but who would like to be involved," said Mr. Altman.

To help such professors, Mr. Altman suggested assigning them as mentors to new faculty members.

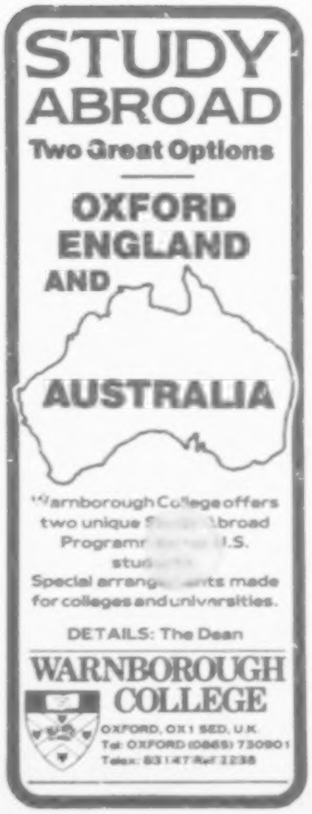
"When new faculty come to the University of Louisville, they don't learn about the university from the faculty manual. They learn from the grapevine," he said. "Mentoring is extremely important for junior faculty and it allows senior faculty to feel important and to share again."

Senior professors could also be teaching consultants to their younger colleagues, Mr. Altman noted.

"Being a senior faculty adviser—a coach—to other faculty could be very stimulating," he said. "The university could build on the expertise of one who has taught for years, is tired of teaching himself, but is interested in working confidentially with a young professor who wants help."

Older professors could also become intra-university visiting professors, said Mr. Altman, freed from regular duties to give lectures.

"For faculty who feel that no one cares about them, just involving people is a way to build morale," Mr. Altman said. "It shows that the institution cares about faculty not just as professionals, but as human beings. It is significant to know that someone cares about you as a person."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How Do You Feel About Yourself at Mid-Life? A Self-Evaluation

How do you feel about yourself at mid-life?

As part of the research for his doctoral dissertation, I. Eugene White, an instructor of psychology at Salisbury State College, asked about 50 administrators and faculty members between 32 and 52 years of age to respond to the 20 statements below. From their scores, Mr. White found that faculty women were dealing with their middle years better than their male colleagues were. The average score for women was 87, compared with 82 for men.

Mr. White adapted some of the statements from the Mid-life Transition Scale, included in *Men at Midlife*, by Michael P. Farrell and Stanley D. Rosenberg.

To evaluate your views at mid-life, respond to the statements with the appropriate number: 1-strongly agree, 2-agree, 3-slightly agree, 4-slightly disagree, 5-disagree, 6-strongly disagree.

☐ 1. I am still finding new challenges and interests in my work.
☐ 2. I think often about what I really want from life.
☐ 3. My own personal future seems promising.
☐ 4. Middle age has brought stresses for which I was unprepared.
☐ 5. I would like the opportunity to start anew, knowing what I know now.
☐ 6. I drink more than I should.
☐ 7. I often feel that I still belong in the place where I grew up.
☐ 8. Much of the time my mind is not as clear as it used to be.
☐ 9. There is no sense of regret concerning my major life decisions.
☐ 10. My views of married life are as positive as they ever were.
☐ 11. I have a strong sense of my own worth.
☐ 12. I am experiencing what would be called a mid-life crisis.
☐ 13. I do not see myself as middle aged.
☐ 14. I must remain loyal to commitments even if they have not proved as rewarding as I had expected.
☐ 15. I wish I were different in many ways.
☐ 16. The way I present myself to the world is not the way I really am.
☐ 17. I often feel agitated or restless.
☐ 18. I have become more aware of my body's aging.
☐ 19. My sex life is as satisfactory as it has ever been.
☐ 20. I sometimes check the obituaries and note the ages of the deceased.

To compute your score, reverse the number you assigned to statements 1, 3, 9, 10, 11, and 19. Thus, 1-6, 2-5, 3-4, 4-3, 5-2, 6-1. Total the numbers. The higher the score, the better your attitude. The range is 20 to 120.

Side-lines

To complement its new academic requirements for initial eligibility, the National Collegiate Athletic Association is looking at loopholes in existing "satisfactory-progress rules"—the rules that require athletes to pass 24 credit hours each year in a degree-granting program of studies.

At recent meetings, the association's governing body, the council, and its advisory commission of 44 college presidents identified several loopholes they may try to close by proposing rules changes at the N.C.A.A. annual meeting in January.

To meet satisfactory-progress requirements, athletes may now count as many remedial courses as their colleges will permit. The council and presidents' commission may propose that only 12 hours of first-year remedial courses be counted.

They may also ask that athletes be required to complete 24 credit hours each year, rather than simply between seasons of competition. Under present rules, a student can fail several courses, sit out a season of competition to regain academic eligibility, and then play again the following year. He or she could end up completing more seasons of competition than years of academic credit.

Athletes may also lose the ability to "bank" credit hours in one year and use them towards credit-hour-requirements in later years.

•

At a meeting last week, the N.C.A.A. council also set to work on four problem areas in college athletics: financial-aid limits, the recruiting process, the length of playing seasons, and coaches' income.

They intend to grapple with such questions as:

- How much of what it costs a student to attend college should an athletic scholarship cover?
- Should outside boosters be totally excluded from recruiting?
- How much time do athletes spend away from classes? And should sports seasons be limited in order to lessen that amount?

According to Ted C. Tow, N.C.A.A. assistant executive director, the council is looking into charges that some athletes are getting around present limits by playing for club teams after completing their varsity seasons.

Also under consideration: Should coaches who supplement their incomes with summer camps, television shows, contracts with athletic-shoe manufacturers, and appearances in TV and radio commercials continue to be allowed to use their institutions' facilities, logos, game films, and apparent endorsement, without remunerating the colleges?

"Almost anyone in the business," said Mr. Tow, "would say a coach does run into questions of conflict of interest if he is making so much more from outside arrangements than from his or her institutional salary."

Athletics

NCAA to Examine Academic Records to Calculate Impact of New Standards

Black colleges object that study will exclude athletes who don't qualify to play as freshmen

MISSION, KAN.

The National Collegiate Athletic Association has launched a massive six-year study to determine the impact of its new academic standards for freshman athletes.

The association will keep track of the academic records of as many as 25,000 athletes who have entered or will enter Division I institutions from 1984 through 1988, and will continue to follow them until 1992. As many as 100,000 records could be examined.

The new academic standards, which apply only to colleges with big-time sports programs, go into effect August 1. Thus, the N.C.A.A. will be able to compare the records of athletes who attended college under the old standards with those affected by the new rules.

Presidents Oppose Use of Tests

Presidents of black colleges denounced the study because it does not include a sample of athletes who do not qualify under the new rules.

The presidents have vehemently opposed use of standardized-test scores in the new standards. They argue that the standards will disqualify a disproportionate number of blacks, since blacks generally do not score as well as whites.

An earlier N.C.A.A. study found that a large number of black athletes who eventually finished college would not have met the new standards.

Ursula R. Walsh, director of research and sports science for the N.C.A.A., said the new study was one of the most comprehensive projects ever undertaken by the association.

The 283 institutions in Division I, the N.C.A.A.'s top competitive grouping, will be randomly divided into five groups, she said. In each group, the records of one year's incoming freshman scholarship athletes—as many as 200 at some institutions—will be tracked for at least four years. Freshmen from the first two years—1984 and 1985—are already enrolled and have not been subject to the new rules.

The study will include high-school profiles of each athlete, including transcripts, grade-point averages, and standardized-test scores, Ms. Walsh said. The study will then follow them through "each of their years as a student athlete as they progress throughout a college career, to see how they did."

She said information will be collected on the amount of athletic-scholarship aid athletes receive, the number of credits they earn each year, the major fields of study they pick, whether they take remedial courses, the grade-point averages they earn, whether they attend summer school, and whether they graduate, in addition to other data.

Eligibility to Be Calculated

If an athlete leaves a program, Ms. Walsh said, the study will determine whether he or she left in good academic standing. Athletic eligibility will be calculated, as well.

The study will also seek information about the amount of tutoring athletes receive, whether they are "redshirted" (held out of competition a year), whether they make a team's traveling squad, earn a varsity letter, or receive Pell Grants, which

Continued on Page 38, Column 1

Disabled Students Said to Be Unaware of Sports Programs

By CHARLES S. FARRELL

LAS VEGAS, NEV.

Disabled students are often unaware of the recreational programs available to them, according to a professor who conducted a study at one university.

At the annual meeting of the National Intramural-Recreational Sports Association, Rene P. Katsinas, an assistant professor of therapeutic recreation at the University of Alabama, reported on a study she had conducted among disabled students at Southern Illinois University at Carbondale.

Ms. Katsinas stressed the importance of physical activity for disabled students, many of whom risk heart problems because of inactivity. She added that self-esteem also improved in disabled students who participated in recreational sports.

But many wheelchair-bound students are unable to get around and find out what physical activities are available, Ms. Katsinas said, and blind and deaf students

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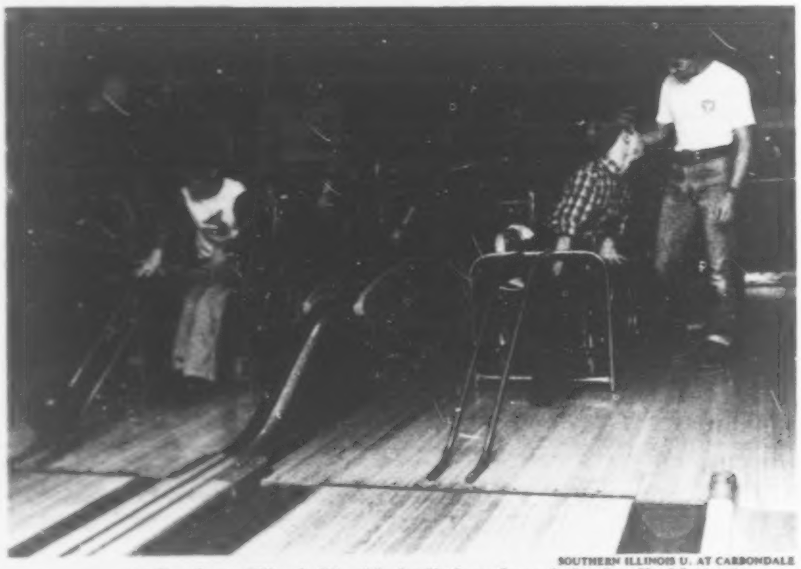

SOUTHERN ILLINOIS U. AT CARBONDALE

At Southern Illinois U., able-bodied students help the disabled take part in recreational sports. Above, wheelchair-bound students bowl.

2 College Football Players Died in 1985, Researchers Report

CHAPEL HILL, N.C.

Two college athletes died playing football in 1985, two suffered permanently disabling cervical-cord injuries, and one remains in a coma from a cerebral injury, according to data released last week by the National Center for Catastrophic Sports Injury Research.

One player died in November from a subdural hematoma. He had been injured two months earlier while making a tackle in a game.

The researchers categorize deaths that result from injuries sustained during competition or practice as "direct deaths."

The other death was what the researchers categorize as an "indirect death." That term refers to incidents in which death is not directly attributable to the sport. Rather, it is caused by systemic failure as a result of physical exertion or by a complication that is secondary to a non-fatal injury. A freshman player died in August as a result of a complication from sickle-cell anemia brought on by a training run.

The two cases of permanent paralysis resulted from severe cervical-cord injuries.

One player was rendered quadriplegic when he was struck on the top of the head while making a tackle. Another was paralyzed in a helmet-to-helmet collision during a practice goal-line scrimmage.

In 1985, one additional permanent injury occurred in a category the researchers have been using only since last year—cerebral injuries causing permanent disability. The player suffered a cerebral hemorrhage

Continued on Page 38, Column 1

NCAA to Examine Records

Continued from Page 35

are federal grants reserved for needy students.

The study will also provide data by race.

Black-college presidents say that the study is flawed since it does not include athletes who do not receive athletic scholarships because they fall short of the new standards.

At this month's meeting of the National Association for Equal Opportunity in Higher Education, which comprises 116 predominantly black colleges, many presidents vowed to press for inclusion of non-qualifiers in the study.

Percy A. Pierre, president of Prairie View A&M University, for example, did not dispute the need for the N.C.A.A. to study the impact of the new standards. However, he said, "I was appalled to find that their plan called for them to monitor only those athletes who get scholarships. That misses the whole point. Our point is that students won't get scholarships this fall because of Proposition 48. The impact we're interested in is on those students who are eliminated by this."

Proposition 48 is the popular name for the new rules.

Mr. Pierre said the black-college association would ask the N.C.A.A. to modify the study "to monitor the impact on those who will not get athletic awards. We will continue to try to monitor the actual damage done by Proposition 48. We would have wished we wouldn't have to do that since all evidence says there will be damage."

Samuel L. Myers, president of NAFEO, said he had been authorized by its board of directors to "pursue all options, including legal options," to challenge the new academic rules. He said he had been directed to take "expeditious action."

Ms. Walsh said the N.C.A.A. had hoped to find a way to study those athletes who were not awarded athletic scholarships because they didn't meet the new standards, "but we don't see how to do that without getting a biased sample. We have no idea what that population is out there."

Under the new rules, athletes who do not meet the standards may still be accepted by a college and receive an athletic scholarship, but they cannot participate in sports as freshmen and they lose a year of eligibility. "We will certainly follow those people," Ms. Walsh said, "and follow them immediately."

She added that sometime during the study, "I think we'll ask athletic personnel how many people they recruited that did not qualify."

The new rules require freshman athletes to have a 2.0 grade-point average in a high-school core curriculum of 11 academic courses, plus a score of at least 700 on the combined Scholastic Aptitude Test or 15 on the American College Testing Program's examination.

Members of Division I voted at the N.C.A.A. conference in January to delay the full effect of the rules for two years by allowing athletes this year and next to offset lower-than-minimum test scores with higher-than-minimum grades, and vice versa.

—CHARLES S. FARRELL

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

Ursula R. Walsh: "I think we'll ask how many people they recruited that did not qualify."

2 Football Players Die, 3 Suffer Serious Injuries

Continued from Page 35

after a series of hits to the head, and remains in a coma.

In high-school football in 1985, four direct deaths, one indirect death, and four permanent cervical-cord injuries occurred.

The figures were compiled by Frederick Mueller and Carl Blyth, professors of physical education at the University of North Carolina at Chapel Hill, and Richard Schindler, assistant director of the national Federation of State High School Associations. The study is conducted annually with a grant from the National Collegiate Athletic Association.

The researchers do not identify the players killed or injured or their colleges.

Following are permanent cervical injuries and deaths in college football, as compiled by the center:

	Injuries	Direct Deaths	Indirect Deaths
1977	2	1	0
1978	0	0	1
1979	3	1	1
1980	2	0	0
1981	2	2	0
1982	2	0	3
1983	1	0	3
1984	0	1	0
1985	2	1	1

NCAA Adopts Penalties Imposed by Conference on Southern California

MISSION, KAN.

The National Collegiate Athletic Association has adopted a set of penalties imposed on the University of Southern California by the Pacific-10 Conference last December.

The penalties were imposed on the Southern California football team after the conference found that recruits had been given extra complimentary tickets, practice sessions had been held outside the permitted time, and other rules violations involving automobile transportation, meals, and football shoes had occurred.

The team will be on probation until the end of 1987. The number of new scholarships that may be offered has been reduced from 30 to 22 in 1986-87 and from 30 to 14 in 1987-88. Also, a vacant coaching position may not be filled until July this year, so that the number of coaches engaged in recruiting for the upcoming season will be eight rather than nine.

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News Summary

Articles on inside pages

Leszek Kolakowski, this year's Jefferson lecturer, is one of the world's foremost experts on Marxism. Story on Page 6.

A growing number of states are launching reviews of their higher-education systems. Story on Page 13.

Tax-revision plans under consideration by a Senate committee could lead to a drop in gifts to higher education. Story on Page 13.

Leadership of the education-reform movement is shifting now from the states to individual schools and colleges. Story on Page 22.

Faculty members can get a breather from the routine of their regular jobs through the National Faculty Exchange. Story on Page 27.

Gifts to athletic departments are tax-deductible only insofar as they exceed the value of benefits received in return, the I.R.S. has ruled. Story on Page 31.

Most colleges that test athletes for drug use do not operate their programs according to guidelines drawn up by the American Council on Education. Story on Page 31.

The State Department has decided not to deport Libyan students at U.S. colleges. Story on Page 35.

Great Britain deported 22 Libyan students and prohibited 340 others from continuing courses in flying and aircraft maintenance. Story on Page 37.

The rector of the National Autonomous University of Mexico has warned that drastic action is needed to halt the decline of academic standards there. Story on Page 37.

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Companies' Gifts Top Alumni Aid for First Time

Private funds for colleges total a record $6.3-billion in '84-85

By PAUL DESRUISSEAUX

In academic 1984-85, for the first time, corporations gave more money to colleges and universities than did alumni and alumnae. Total voluntary financial support for higher education reached an estimated $6.3-billion, a record.

The total was $700-million more than people and companies gave to higher education the year before—an increase of 13 per cent.

The $1.57-billion in corporate contributions accounted for nearly 25 per cent of the total given to colleges, according to the Council for Financial Aid to Education, which last week released the findings of its annual survey of voluntary support for education.

While the council reported that giving was up in all six categories of donor, the $300-million increase in corporate contributions—a 23.8-per-cent rise over the previous year's giving—was at least twice as large as the increase in giving by any of the other groups.

14 Straight Years of Increases

John R. Haire, the council's president, said the high level of company giving was not entirely unexpected.

"In a knowledge-based, highly competitive world, our business organizations have immense need for the educated people and new ideas that flow from our colleges and universities," he said. "And at a time when the federal government is limiting its spending for student aid and for research, business is responding by taking a larger role."

Mr. Haire noted that 1984-85 was the 14th consecutive year in which corporate support for education had increased. He said such giving "did not falter even during the 1980-82 drop in corporate profits."

In previous years individuals generally

Continued on Page 24, Column 5

NEW WAVE OF PROTESTS ON CAMPUSES

Dozens of protesters have been arrested in new demonstrations against apartheid. Above, police hold one of 11 students apprehended at Boston University. Story on Page 36.

Athletes' Misuse of a Growth Hormone to Build Bodies Worries Physicians

By KIM McDONALD

AUSTIN, TEX.

Human-growth hormone, a substance that for years has been restricted to treating children suffering from dwarfism, is filtering out of hospitals and into locker rooms.

According to some physicians, increasing numbers of athletes, mostly weightlifters and bodybuilders, are experimenting with various forms of growth hormone in the hope of increasing their bulk and muscle size.

Even more troubling, physicians say, is the increasing number of parents who have learned about a newly developed synthetic form of the hormone and are asking physicians to use it to make their normal-sized children bigger and stronger.

At a recent conference at the University of Texas here, physicians, sports officials, and ethicists acknowledged that the potential for misuse of human-growth hormone was widespread, particularly because new methods of producing the substance had

Continued on Page 32, Column 2

Experts Eye Collaboration in Fusion Research

Declining support for fusion research is forcing American scientists to find ways to share costs with researchers abroad. Story on Page 6.

In Alaska's Vastness, Higher Education Reaches Those Who Hunt and Fish to Live

By PETER MONAGHAN

ANCHORAGE

Generations of adventurers have been lured to this state by promises of gold, a Northwest Passage, and an inexhaustible bounty of game.

Today, those who confront the rigorous winters are rewarded by a wilderness as vast as 150 Yellowstones.

In those open spaces—"the bush"—are rewards and challenges for the adventurous educator, too. About half the state's 500,000 people live there, in a cultural patchwork. More and more of them want higher education.

That has involved administrators of the University of Alaska system in an uphill logistical battle, and posed for them an often thankless task.

Many rural educators scorn the administrators' efforts.

The Alaska-native groups that have inhabited the rural areas for thousands of years are leery. They have learned skepticism from a long, indifferent history of education provided or imposed by outsiders. Administrators, for their part, seem frustrated that few of their critics see the financial reality that increasingly looms over rural services.

A decade ago, rural Alaskans looking for higher education had three choices. They could leave the state. They could come to the University of Alaska's campuses at Anchorage, Fairbanks, and a few other centers that in this enormous, sparsely populated state pass for "urban." Or they could go without.

For most, higher education was not even an option. In many communities there could be found a small number of adult Alaska natives who had graduated from Bureau of Indian Affairs schools and obtained degrees from prestigious institutions in the Lower 48. But most Alaska natives—a term that includes Aleuts, Eskimos, and Indians—had, and still have, virtually no history of higher education, and little of high-school education.

Even those who had been to high school

Continued on Page 20, Column 1

FACT-FILE

Voluntary Support of Higher Education, 1984-85

Public Institutions

PURPOSES OF SUPPORT	91 doctoral institutions	117 comprehensive institutions	42 general baccalaureate institutions	20 specialized institutions	270 4-year institutions	96 2-year institutions	Total for 366 institutions
Current operations							
Unrestricted	$100,545,000	$20,519,000	$5,037,000	$9,356,000	$135,457,000	$2,261,000	$137,719,000
Restricted	$829,308,000	$82,543,000	$10,937,000	$89,093,000	$1,011,880,000	$7,638,000	$1,019,518,000
Capital	$225,323,000	$30,441,000	$2,297,000	$33,586,000	$291,646,000	$6,593,000	$298,239,000
Endowment							
Unrestricted	$20,518,000	$3,429,000	$3,903,000	$4,162,000	$32,012,000	$2,277,000	$34,239,000
Restricted	$206,953,000	$22,259,000	$6,103,000	$16,691,000	$252,011,000	$3,059,000	$255,070,000
Loan funds	$4,979,000	$139,000	$36,000	$194,000	$5,348,000	$33,000	$5,381,000
SOURCES OF SUPPORT							
Alumni	$235,940,000	$26,336,000	$5,622,000	$10,501,000	$278,399,000	$864,000	$279,263,000
Parents	$3,535,000	$988,000	$266,000	$51,000	$4,840,000	$32,000	$4,872,000
Other individuals	$218,452,000	$41,197,000	$8,964,000	$32,692,000	$301,305,000	$6,659,000	$307,964,000
Foundations	$209,226,000	$20,247,000	$5,525,000	$51,021,000	$286,019,000	$2,891,000	$288,909,000
Corporations and businesses	$526,546,000	$58,355,000	$4,843,000	$40,044,000	$629,788,000	$10,017,000	$639,805,000
Religious organizations	$1,795,000	$117,000	$25,000	$3,000	$1,941,000	$19,000	$1,959,000
Other organizations	$192,136,000	$12,091,000	$3,068,000	$18,768,000	$226,063,000	$1,380,000	$227,443,000
FORMS OF GIVING							
Realized bequests	$72,801,000	$7,374,000	$4,290,000	$9,330,000	$93,795,000	$2,713,000	$96,508,000
Trusts, pooled income funds, and annuities	$23,480,000	$3,488,000	$112,000	$3,677,000	$30,756,000	$250,000	$31,006,000
SUPPORT THROUGH THE ANNUAL FUND							
Total alumni of record	9,164,352	3,007,128	399,634	184,841	12,755,955	305,521	13,061,476
Alumni solicited for annual fund	6,895,217	2,310,454	270,254	173,339	9,649,264	126,020	9,775,284
Alumni donors to annual fund	1,086,670	253,014	45,836	35,577	1,421,097	7,187	1,428,284
Alumni gifts to annual fund	$98,383,000	$10,943,000	$3,082,000	$3,763,000	$116,170,000	$408,000	$116,579,000
Total gifts to annual fund	$266,697,000	$35,846,000	$7,920,000	$13,649,000	$324,112,000	$2,762,000	$326,874,000
GIFTS OF PROPERTY							
Company products	$56,408,000	$11,752,000	$1,368,000	$8,856,000	$78,384,000	$4,343,000	$82,727,000
Other, corporations	$32,639,000	$16,361,000	$173,000	$630,000	$49,803,000	$1,009,000	$50,812,000
Other, non-corporations	$78,398,000	$5,273,000	$5,092,000	$3,885,000	$92,648,000	$564,000	$93,213,000
CORPORATIONS' MATCHING GIFTS							
Total number of gifts matched	87,080	9,391	1,295	7,223	104,989	272	105,261
Support from matching-gift programs	$18,311,000	$2,215,000	$758,000	$1,249,000	$22,532,000	$80,000	$22,613,000
Total support	**$1,387,630,000**	**$159,331,000**	**$28,313,000**	**$153,081,000**	**$1,728,354,000**	**$21,861,000**	**$1,750,216,000**

Private Institutions

PURPOSES OF SUPPORT	58 doctoral institutions	132 comprehensive institutions	412 general baccalaureate institutions	107 specialized institutions	709 4-year institutions	39 2-year institutions	Total for 748 institutions
Current operations							
Unrestricted	$254,961,000	$147,372,000	$320,960,000	$72,253,000	$795,546,000	$11,105,000	$806,651,000
Restricted	$763,466,000	$95,715,000	$128,097,000	$64,068,000	$1,051,346,000	$2,571,000	$1,053,917,000
Capital	$271,604,000	$113,694,000	$183,634,000	$38,594,000	$607,525,000	$3,747,000	$611,272,000
Endowment							
Unrestricted	$68,175,000	$24,913,000	$89,959,000	$16,033,000	$199,080,000	$1,962,000	$201,042,000
Restricted	$486,172,000	$120,543,000	$205,765,000	$36,429,000	$848,909,000	$2,920,000	$851,828,000
Loan funds	$9,636,000	$2,292,000	$5,439,000	$2,156,000	$19,523,000	$923,000	$20,446,000
SOURCES OF SUPPORT							
Alumni	$488,443,000	$133,529,000	$285,540,000	$33,769,000	$941,282,000	$2,714,000	$943,995,000
Parents	$18,656,000	$13,073,000	$29,502,000	$1,307,000	$62,537,000	$437,000	$62,974,000
Other individuals	$367,760,000	$128,981,000	$248,351,000	$58,785,000	$803,877,000	$8,299,000	$812,176,000
Foundations	$415,243,000	$80,239,000	$149,243,000	$45,609,000	$690,334,000	$3,204,000	$693,539,000
Corporations and businesses	$448,632,000	$86,580,000	$101,383,000	$41,073,000	$677,668,000	$2,333,000	$680,001,000
Religious organizations	$12,748,000	$38,543,000	$80,931,000	$35,909,000	$168,131,000	$5,436,000	$173,567,000
Others	$102,532,000	$23,584,000	$38,904,000	$13,079,000	$178,100,000	$804,000	$178,904,000
FORMS OF GIVING							
Realized bequests	$185,632,000	$58,536,000	$121,749,000	$21,473,000	$387,390,000	$1,102,000	$388,492,000
Trusts, pooled income funds, and annuities	$76,220,000	$25,457,000	$54,402,000	$6,393,000	$162,473,000	$549,000	$163,022,000
SUPPORT THROUGH THE ANNUAL FUND							
Total alumni of record	4,428,236	2,742,246	3,839,213	780,872	11,790,569	194,135	11,984,704
Alumni solicited for annual fund	3,460,842	2,281,490	3,291,711	666,846	9,700,889	169,260	9,870,149
Alumni donors to annual fund	914,840	497,514	922,519	140,605	2,475,478	21,817	2,497,295
Alumni gifts to annual fund	$171,835,000	$52,225,000	$113,415,000	$15,510,000	$352,985,000	$1,485,000	$354,470,000
Total gifts to annual fund	$294,627,000	$145,634,000	$309,259,000	$50,776,000	$800,296,000	$8,295,000	$808,591,000
GIFTS OF PROPERTY							
Company products	$77,333,000	$5,583,000	$8,005,000	$6,029,000	$96,950,000	$33,000	$96,983,000
Other, corporations	$3,943,000	$9,153,000	$3,668,000	$881,000	$17,645,000	$175,000	$17,820,000
Other, non-corporations	$22,978,000	$10,643,000	$22,418,000	$1,898,000	$57,937,000	$710,000	$58,647,000
CORPORATIONS' MATCHING GIFTS							
Total number of gifts matched	106,877	48,774	85,819	17,184	258,654	2,273	260,927
Support from matching-gift programs	$33,776,000	$13,212,000	$25,128,000	$4,203,000	$76,319,000	$451,000	$76,770,000
Total support	**$1,854,015,000**	**$504,528,000**	**$933,854,000**	**$229,532,000**	**$3,521,929,000**	**$23,227,000**	**$3,545,156,000**

SOURCE: COUNCIL FOR FINANCIAL AID TO EDUCATION

Company Gifts Top Alumni's for First Time

Continued from Page 1

led all donor groups. In 1983-84, for the first time, gifts from alumni were less than gifts from other individuals. Last year, however, alumni giving to alma maters accounted for a higher total than giving by other individuals—including parents, trustees, faculty members, and friends of institutions.

Alumni gave an estimated $1.46-billion in 1984-85, an 11.9-per-cent-increase over the previous year. Other individuals gave $1.42-billion, up 7.6 per cent.

Giving by foundations increased 8.7 per cent, to $1.17-billion, and giving by religious organizations was up 9.4 per cent, to $208-million.

Gifts from other sources—including clubs, unions, and fund-raising consortia—added up to $487-million, an increase of 11.4 per cent over the previous year.

The national estimates for giving to higher education are projections based on data that the Council for Financial Aid to Education received from 1,114 colleges and universities responding to its survey.

The council noted that the increase in giving by all donor groups was well ahead of inflation, which the Consumer Price Index measured at 3.9 per cent and the Higher Education Price Index fixed at 6.7 per cent.

A slight decline in enrollment combined with the overall increase in giving to cause average private support per individual student at U.S. colleges and universities to rise about 15 per cent, to $516. Per-student spending by institutions, which the C.F.A.E. said was often regarded as a measure of quality, increased 8.5 per cent, to $7,801.

More Gifts of Products

According to the C.F.A.E., a growing share of gifts from business took the form of company products and property, particularly data-processing and research equipment. Gifts of products and property totaled $248.3-million last year. With that amount added to the $1.57-billion in contributions, products accounted for 13.6 per cent of total corporate support for colleges, and gifts of other property made up 5.2 per cent.

Companies gave $99-million to match gifts to colleges and universities made by their employees. Private institutions received $76.8-million in matching gifts, while $22.6-million went to public institutions.

The 149 doctorate-granting institutions that responded to the C.F.A.E.'s survey raised slightly more than $3-billion, about 61 per cent of the total volunteer support received by all 1,114 respondents.

The 58 private universities reporting received the larger share, an average $32-million per institution compared to the average $15.2-million received by each of the 91 public universities.

Universities received 74 per cent of all corporate contributions.

According to the C.F.A.E., the private fund-raising activities of public institutions are becoming more and more productive. The council said that over the past 10 years the total voluntary support of public institutions had quadrupled, to more than $1.7-billion.

Although private institutions still

receive nearly twice as much overall support as state-supported ones, public universities are closing the gap. In 1984-85, corporations split their support for higher education almost evenly between private and public institutions.

Two-year institutions, which have only recently taken to major fund-raising activities, made what the C.F.A.E. called a particularly impressive performance in 1984-85. The 96 public community colleges responding to the council's survey received $22-million in private support, an increase of 46 per cent over the previous year.

Harvard University led all institutions in voluntary support. All but two of the top 10 recipients were private universities.

The Top 20

The C.F.A.E. reported the following 20 institutions had the highest totals in voluntary support last year:

1. Harvard U.	$145,624,388
2. Stanford U.	125,492,398
3. Columbia U.	93,363,295
4. Cornell U.	91,858,977
5. Yale U.	85,434,872
6. Princeton U.	79,395,686
7. Mass. Inst. of Technology	78,317,741
8. U. of Illinois	70,698,392
9. U. of Minnesota	66,203,892
10. U. of Pennsylvania	65,944,967
11. U. of Southern California	63,726,247
12. U. of Cal. Los Angeles	62,591,722
13. U. of Wisconsin, Madison	60,711,117
14. U. of Chicago	60,275,487
15. Johns Hopkins U.	57,557,035
16. Texas A&M U.	55,921,554
17. U. of Michigan	55,748,283
18. Duke U.	53,584,468
19. U. of Washington	51,213,161
20. Washington U.	47,028,643
Multiple-unit systems not included above:	
U. of California	$172,638,445
U. of Texas	106,578,088

The C.F.A.E. is a non-profit organization that monitors corporate support for education and works to encourage it. It is financed by grants from corporations.

The 1984-85 survey marked the 30th anniversary of the council's first study of voluntary support for education in the United States. The surveys are now also sponsored by the Council for Advancement and Support of Education and the National Association of Independent Schools.

The report on the latest survey, *Voluntary Support of Education 1984-85*, will be published in June. Copies, at $25 each prepaid, may be obtained from the Council for Financial Aid to Education, 680 Fifth Avenue, New York 10019.

Support Compared with Prices, Spending, Enrollment

	Estimated voluntary support				Institutional expenditures					
		Per student				Per student				
Academic years	Total	Current	Adjusted†	Share of total expend.	Total	Current	Adjusted†	Total enrollment	Consumer Price Index*	Higher Education Price Index*
1949-50	$ 240,000,000	$ 90	$126	9.6%	$ 2,500,000,000	$ 940	$1,310	2,659,000	71.7	n.a.
1965-66	1,440,000,000	241	251	9.4%	15,200,000,000	2,547	2,656	5,967,000	95.9	95.0
1970-71	1,860,000,000	217	183	6.9%	26,900,000,000	3,135	2,639	8,581,000	118.8	128.6
1975-76	2,410,000,000	215	130	5.7%	42,600,000,000	3,609	2,296	11,185,000	165.9	177.2
1980-81	4,230,000,000	350	135	6.0%	70,500,000,000	5,828	2,245	12,097,000	259.6	263.9
1983-84	5,600,000,000	449	147	6.2%	89,600,000,000	7,188	2,358	12,465,000	304.8	325.4
1984-85	6,320,000,000	516	163	6.6%	95,500,000,000	7,801	2,463	12,242,000	316.7	347.3
Average annual change										
1949-50 to 1965-66	+11.9%	+ 6.4%	+ 4.4%		+11.9%	+6.4%	+ 4.5%	+ 5.2%	+ 1.8%	n.a.
1965-66 to 1970-71	+ 5.3%	− 2.1%	− 6.1%		+12.1%	+4.2%	− 0.1%	+ 7.5%	+ 4.4%	+ 6.2%
1970-71 to 1975-76	+ 5.3%	− 0.2%	− 6.6%		+ 9.6%	+4.0%	− 2.7%	+ 5.4%	+ 6.9%	+ 6.6%
1975-76 to 1980-81	+11.9%	+10.2%	+ 0.8%		+10.6%	+8.9%	− 0.4%	+ 1.6%	+ 9.4%	+ 8.3%
1980-81 to 1983-84	+ 9.8%	+ 8.7%	+ 2.9%		+ 8.3%	+7.2%	+ 1.7%	+ 1.0%	+ 5.4%	+ 7.2%
1983-84 to 1984-85	+12.9%	+14.9%	+10.9%		+ 6.6%	+8.5%	+ 4.4%	− 1.8%	+ 3.9%	+ 6.7%

† Adjusted to 1967 dollars, according to Consumer Price Index * 1967 = 100 n.a.—not available

SOURCE: COUNCIL FOR FINANCIAL AID TO EDUCATION

U. of Texas Gets $10-Million Pledge

AUSTIN, TEX.

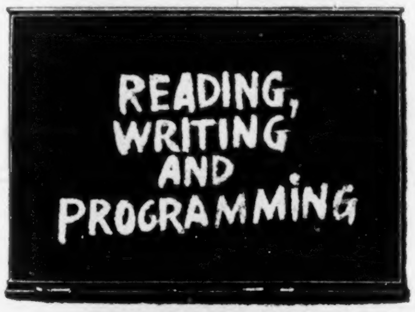
The University of Texas at Austin has received a pledge of $10-million for undergraduate scholarships in the liberal arts from Robert and Nancy Dedman, the university said last week.

It will use the money to create two scholarship programs for talented students. Dedman Honors Scholars will receive at least $2,000 per year, while Dedman Distinguished Scholars will receive at least $6,000 per year.

The university's National Merit Scholars Program will also be renamed in honor of the Dedmans.

The gift, to be given in $1-million installments over 10 years, is the largest the university has ever received for scholarships, and the largest gift to its liberal-arts college.

Mr. Dedman, the founder of Club Corporation of America, earned degrees at the University of Texas and Southern Methodist University.



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News Summary

Articles on inside pages

Scientists are attempting to speed up the process of establishing the value of alternatives to the use of live animals in testing the safety of new products. Story on Page 6.

Guaranteed Student Loans will cost the federal government about $630-million less this year than last. Story on Page 13.

A comprehensive report severely criticizing South Carolina's higher-education system has so far inspired little movement toward reform. Story on Page 13.

The coordinating board for community colleges in North Carolina is the center of a controversy over its authority to set priorities for construction. Story on Page 17.

Faculty members in accounting, business, and engineering command the highest salaries, according to two new studies. Story on Page 25.

Half the part-time faculty members at community colleges would accept a full-time position if it were offered to them, a survey has found. Story on Page 25.

A Wisconsin study has found that college students with high-school-equivalency certificates are less likely to complete their degrees. Story on Page 30.

Tulane University may consider reinstituting its basketball program, shut down a year ago in the wake of a nationally publicized scandal. Story on Page 35.

South African students boycotted classes on May Day in an effort to win recognition of the date as a national holiday. Story on Page 37.

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EXUBERANCE AT THE THESIS PARADE

JIM QUARLES

Papers fly in the air as Reed College seniors gather at the library to begin a parade celebrating the completion of their senior theses. Story on Page 30.

Colleges Fare Well in Tax-Reform Bill of Packwood Panel

But drop in giving is feared if limit on deductions is kept

By STACY E. PALMER

WASHINGTON

Colleges generally fared well last week as the Senate Finance Committee unanimously approved a bill that would dramatically revise the federal tax code. But some provisions affecting charitable contributions could lead to a drop in donations.

The panel's bill would ease the restrictions on college pension plans and the limits on the use of tax-exempt bonds for construction of educational facilities that were included in the tax bill passed by the House of Representatives last year.

However, college leaders fear that several provisions of the Senate bill would lead to a steep decline in giving to higher education—perhaps as much as 25 per cent.

The finance panel's plan, which would lower the top tax rate from its present level of 50 per cent to 27 per cent, would also curtail or abolish a wide range of deductions. It would allow people who itemize their tax returns to deduct their donations to charity, but would bar those who do not itemize from doing so.

And it would eliminate deductions for contributions to individual retirement accounts made by people who are covered by pension plans provided by their employers. Interest earnings on I.R.A.'s, however, would continue to be tax-free.

Ending the charitable deduction for people who don't itemize may make it tougher for colleges and universities to attract contributions. Because the Senate committee's plan would end many deductions, it is expected that far fewer people would itemize their returns than do so under present

Continued on Page 20, Column 1

A table comparing the Senate committee's tax-reform measure to the House-passed bill and current law appears on Page 20.

Aide Urges Pentagon to Explain Why It Would Bar Soviets from Computers

By JUDITH AXLER TURNER

ARLINGTON, VA.

A fight over whether to limit access to U.S. supercomputers by Soviet Bloc scientists cannot be resolved unless the Department of Defense provides information on the actual threat they pose, a Pentagon official says.

"We need to get better data as to what the risk really is. Is it a problem or isn't it?" Donald A. Hicks, Under Secretary of Defense for research and engineering, said at a meeting here last week of the DoD-University Forum, an advisory body that brings together university presidents and defense officials.

Mr. Hicks is the first Pentagon official to suggest in public that his department offer proof of its concern. He also suggested that the Pentagon may be overreacting.

"The major spies in this country are not Soviet spies, they are American spies," Mr. Hicks said. In the past two years "the things done to our intelligence system have been done by native-born American citizens," he added.

Mr. Hicks made his comments after a briefing from officials of the National Science Foundation and the Defense Department on the status of negotiations on ac-

Continued on Page 34, Column 3

Black Female Presidents Cite Hurdles They Face

Many black, woman college presidents say they must prove again and again that they are able to make unbiased decisions on minority and women's issues. Story on Page 25.

During a Campus Crisis, Good Rapport with News Media Can Pay Dividends

By SCOTT HELLER

The first call was from a friend, but Ron Nief laughed off as a silly rumor the tip that Geraldine Ferraro's son had been arrested for drug possession.

Ten minutes later the phone rang again.

This time the call was from a local TV station. The third and fourth were from area newspapers.

News travels fast from a little town in Vermont, especially when it involves drug charges and John A. Zaccaro, Jr., a Middlebury College student and son of the 1984 Democratic Vice-Presidential candidate.

By early afternoon on February 21, newspapers from all over the country were calling. No sooner would someone hang up than the phone would ring again.

Mr. Nief, the college's director of public affairs, had work to do.

He hadn't been formally apprised of the arrest, yet he had to act as the college's spokesman. Trying not to answer journalists' insistent questions on one hand, he "played investigative reporter" on the other, confirming the facts with local police and notifying the college's president.

Later in the day, when Mr. Zaccaro was arraigned, the calls came in a torrent. This "garden-variety dope case," as Mr. Nief calls it, brought an unprecedented swarm of media attention to Middlebury. Mr. Nief dealt with most of it.

One day he did 17 interviews. Each time he explained Middlebury's drug policy and stressed that the college would not comment on an investigation in progress.

"After 17 interviews you don't have to read a statement," he says. "It's like Zsa Zsa Gabor's seventh husband. You say, 'I know how to do it. Now the only problem is to make it interesting.' "

Middlebury is one of several colleges recently inundated with national press attention, usually over issues peripheral to education. Athletic scandals have drawn a

Continued on Page 26, Column 1

MARGINALIA

The James O. Eastland Law Library at the University of Mississippi has received a package of books with this note on the wrapping:

"Inclosed: Returned law books stolen from the law library probably in 1973."

•

Headline in *Crain's Chicago Business:*

HUMANS NEEDN'T WORRY ABOUT
ARTIFICIAL INTELLIGNECE
COMPUTERS

But the computers may worry about some of us humans.

•

The office of financial aids and veterans' affairs at Central Missouri State University received this letter not long ago:

"DEAR CENTRAL MISSOURI STATE UNIV.:

"We are pleased that you are considering attending the University of Missouri–Kansas City.

"An application for admission is enclosed for your convenience in applying.

"Please call upon us to assist you as you complete your educational plans."

It might make more sense for U.M.–Kansas City to come to Central Missouri, writes the latter's JoAnn Hunt. With its rural campus, she says, Central Missouri could accommodate U.M.K.C. "with hardly any crowding."

•

From the Washington *Post:*

"An audit of the University of Georgia's developmental studies program, released by the board of regents, concludes there were 'widespread violations' of both regents' and university policies in the program in 1984. . . .

"The audit was prompted by the trial of a lawsuit by former developmental studies instructor Jan Kemp. Charging that she was fired for protesting preferential treatment for athletes and certain other students, she won a $2.57 judgment from a federal jury. The state is appealing."

"Why don't they just pay it?" asks William Collinge of Mount Saint Mary's College (Md.).

•

A contributor submitted a manuscript for our "Point of View" page with the request that, if we couldn't use it, we return it "promptly." She lives on Snapfinger Drive.

•

From the obituary of John Ciardi in the New York *Times:*

". . . But it was for his translation of the 'Inferno,' first published in 1954 and still a familiar site on college campuses, that Mr. Ciardi was best known."

On our campus they called it the Hot Spot. —C.G.

In Brief

U.S. Court Awards $774,400 in First Amendment Case

The Ninth U.S. Court of Appeals has ruled that the University of Arizona denied a former medical-school professor his First Amendment rights when it suspended him in 1974. The court ordered the university to pay him $774,400 in punitive damages, legal fees, and interest.

Erle E. Peacock was fired as the medical school's head of surgery in 1973 and was suspended from his position as professor at the university the following year. The suspension came during a dispute over statements he had made about his dismissal and about the way the university distributed money collected by doctors in the medical school.

Now a surgeon in Chapel Hill, N.C., Dr. Peacock said he was pleased with the court's decision, but added, "I would gladly give the money back to have the old department again." He said he had already distributed $55,000 to 11 Arizona faculty members who had helped him during his battle with the university.

A university spokesman declined to comment on the case.

9 Bomb Threats Disrupt Classes at Long Beach

Nine bomb threats over a two-week period disrupted classes at California State University at Long Beach and forced university officials to step up their security measures.

No bombs were found and the calls apparently have ended, officials said last week. During searches of buildings, police twice found bogus explosive devices that turned out to contain fertilizer, rotten eggs, and other such materials.

The calls began after the U.S. attack on Libya, and two of the callers seemed to have Middle East accents, officials said. They added that they now believed the calls had been made by pranksters.

Error Leaves Pages Blank in 8,000 SAT Booklets

As the result of a printing glitch, an estimated 8,000 of the 320,000 high-school students who took the Scholastic Aptitude Test this month found blank pages in one section of the test booklet, and many of them were unable to finish.

A spokesman for the Educational Testing Service, which administers the test, said there were two blank pages in the fourth section of the test, which contained a set of experimental math questions. E.T.S. includes experimental items in many tests as a means of refining questions.

Answers to those questions do not count toward a student's final test score. Those who completed the test in spite of the blank pages—as many did on the instructions of test proctors who called the testing service for advice—will not be required to retake it.

Those who did not complete it, or who "felt disadvantaged by disruption or noise," may sign up for a free retest, to be administered on May 17 or June 7 or 8, the spokesman said.

U. of New Mexico President Won't Seek New Contract

The University of New Mexico's president, Tom J. Farer, has announced that he will not seek an extension of his two-year contract because of a rift between him and three of the university's five regents.

Mr. Farer was named president at New Mexico 17 months ago, following a stormy presidential search. He came into office on a split vote by the regents and with the vocal opposition of Gov. Toney Anaya.

Since then, the governor has replaced two of the regents, and the feud between the board's new majority and the president has grown increasingly bitter. In a recent interview, Mr. Farer accused the regents of interfering in the administration of the university by overturning a disciplinary action against a student and by pressuring the university to hire more minority-group members. The regents denied the accusations.

Mr. Farer has had the support of faculty members, who last week were considering a motion of no confidence in the regents.

Connecticut's Sit-In Ends with Minority-Recruiting Deal

A 19-hour student sit-in at Connecticut College's administration building ended after officials agreed to most of the protesters' demands, including stepped-up efforts to recruit members of mi-

112 Colleges that Have Divested

More than 100 colleges and universities have sold all or part of their holdings in companies with operations in South Africa. The accompanying table lists the 51 institutions that have completely divested and the 61 institutions that have partially divested. Most of the colleges and universities that have partially divested use the Sullivan Principles as a guideline. The principles set equal-employment standards for U.S. corporations that do business in South Africa.

All information from policies adopted through 1985 is based on a report by the Investment Responsibility Research Center (*The Chronicle*, May 7). The center's list has been changed to reflect the 17 institutions that have adopted or changed their policies this year.

Total Divestment

	Dates of Policies	Amount Involved
Antioch C.	1978	—
Arizona U. System	1985	$3,375,000
Barnard C.	1985	945,000
Bates C.	1982, 85, 86	6,423,588
Cal. State U. at Northridge[1]	1979, 85	135,000
City U. of New York	1984	7,030,170
Clark U.	1986	—
Columbia U.	1978, 85	41,700,000
U. of Connecticut	1986	217,000
Duke U.	1985, 86	15,561,425
Eastern Michigan U.	1980, 85	2,250,000
Emerson C.	1986	44,000
Evergreen State C.	1985	—
Fairfield U.	1985	4,000,000
Hampshire C.	1977	39,000
Hampton U.	1985	11,000,000
Hartford Sem.	1985	5,000,000
Howard U.	1978	1,800,000
Iowa State U.	1985	640,000
U. of Kentucky	1985	1,643,000
Lincoln U.	1984	1,100,000
Lutheran Sch. of Theology	1981	—
U. of Maine	1982	1,906,724
U. of Massachusetts	1977, 85	1 004,106
Michigan State U.	1978	8,500,000
Mount Holyoke C.	1978, 85	18.890,000
U. of New Mexico	1985	—
State U. of New York	1985	$4,612,994
State U. of N.Y. at Oneonta[1]	1978, 85	100,000
State U. of N.Y. at Stony Brook[1]	1985	80,000
Northeastern U.	1985, 86	21,000,000
Ohio U.	1978	38,000
Ohio State U.	1978, 85	11,050,000
U. of Rhode Island	1985	868,000
Rutgers U.	1985	11,100,000
St. Mary's C. at Notre Dame	1986	303,000
U. of San Francisco	1986	2,300,000
Sarah Lawrence C.	1985	650,000
Seattle U.	1986	2,500,000
Spelman C.	1986	1,000,000
Swarthmore C.[2]	1978, 85, 86	—
Temple U.	1985	2,500,000
U. of Toledo[3]	1986	—
Trinity C. (Conn.)[3]	1978, 85,86	17,226,896
Union Theol. Sem.	1985	4,106,682
U. of Vermont	1978, 85	10,471,333
Wayne State U.	1983	3,486,152
Western Michigan U.	1983	450,000
Western Washington U.	1985	—
U. of Wisconsin	1978	11,037,384
U. of Wyoming	1986	1,450,000

Partial Divestment

	Dates of Policies	Amount Involved
Amherst C.	1977, 85	$7,872,920
Beloit C.	1985	400,000
Boston U.	1979	6,840,554
Bowdoin C.	1985	1,850,000
Brandeis U.	1977, 79	400,000
Brown U.	1984, 86	20,600,000
Bryn Mawr C.	1985	651,558
U. of California	1985	12,300,000
Carleton C.	1978	1,180,523
Colby C.	1978, 85	2,935,669
Colgate U.	1979, 85	867,940
Connecticut C.	1986	6,000,000
Cornell U.	1979, 86	5,900,000
Dartmouth C.	1979, 85	1,800,000
Drew U.	1979, 85	50,000
Earlham C.	1984	600,000
Emory and Henry C.[4]	1986	0
Florida State U.[1]	1985	25,000
Franklin and Marshall C.	1977	972,450
Grinnell C.	1986	10,840
Harvard U.	1978, 85	54,800,000
Haverford C.	1985	1,214,000
Hobart and Wm. Smith C.'s	1985	550,000
Indiana U.	1978, 85	500,000
U. of Iowa	1985	2,260,000
Johns Hopkins U.	1986	—
Knox C.	1979	—
Lake Forest C.	1985	200,000
Lawrence U.	1979, 85	52,500
Louisville Presbyterian Theol. Sem.	1983	—
U. of Louisville	1985	$1,400,000
McGill U.	1979, 85	1,307,000
U. of Michigan	1978, 83	51,000,000
Middlebury C.	1986	—
Mills C.	1984	1,000,000
U. of Minnesota	1979, 85	18,191,763
U. of New Hampshire System	1985	453,276
U. of N.C. at Chapel Hill	1985	1,487,710
U. of Notre Dame	1978, 85	10,000,000
Oberlin C.	1978, 85	410,000
Ohio Wesleyan U.	1985	97,057
U. of Pennsylvania	1980, 86	813,000
Pennsylvania State U.	1978, 86	600,000
U. of Pittsburgh	1978, 85	—
Rollins C.	1985	415,887
St. Olaf C.	1984	466,210
Smith C.	1977, 86	1,781,728
Syracuse U.	1984	—
Teachers C. of Columbia U.	1985	587,000
U. of Tennessee	1985	575,000
Tufts U.	1979	2,917,000
Vanderbilt U.	1985	—
Vassar C.	1978, 85	2,250,000
U. of Virginia	1986	400,000
U. of Washington	1978, 85	5,570,600
Wellesley C.	1978, 85	2,900,000
Wesleyan U.	1978, 85	750,000
Whitman C.	1984	100,000
Willamette U.	1979	38,000
Williams C.	1978, 83	1,489,870
Yale U.	1978, 85	6,100,000

— Amount not available.

[1] Indicates foundation.

[2] Trustees said they would divest only if they could do so without hurting the college financially.

[3] Will divest if conditions in South Africa do not change by 1987.

[4] Trustees said they would divest of any non-Sullivan signatories, but college had none in portfolio.

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'In' Box

When the horses break from the starting gate at the Preakness Stakes in Baltimore on Saturday, Daniel Q. Naiman and a group of his students will be there to cheer them on.

Mr. Naiman, a professor of mathematical sciences at the Johns Hopkins University, will lead the trip as part of the Faculty/Student Interaction Program. Financed by the university, the program brings professors and undergraduates together for cultural, educational, and sporting experiences.

Fifteen events have been held this term, including trips to the symphony, international dinners, and opening day for the Baltimore Orioles.

"Students and their teachers have preconceptions about each other in the classroom that we hope to break down once they have a chance to meet each other outside their usual environment," says Chris Colombo, assistant dean of students.

Between 10 and 15 students will pile into a mini-van with Mr. Naiman for the horse race. "I make jokes about teaching the students probability through the race," the professor says, "but I don't really think it will happen."

■

The lifetime cost of a tenured faculty member is more than $1-million. Yet "institutions have routinely filled faculty positions and granted tenure without acknowledging that they were making an investment and commitment equal to that of a building, computer, or other major expenditure," says Ronald Bush, president of Atlantic Community College.

Mr. Bush urged administrators at the annual meeting of the American Association of Community and Junior Colleges to make "human resources" their top priority.

Colleges should allow dissatisfied employees to leave "with grace and dignity," he said. They should also provide unpaid leaves for faculty members who wish to work outside academe.

Otherwise, said Mr. Bush, colleges will "breed obsolescence" in teachers who "ought to be allowed to flow in and out of the classroom."

■

Faculty retraining programs work best when they are voluntary and professors help develop them, says a report from the American Council on Education.

Calling the variation among programs "striking," the report summarizes the key elements of plans at 17 institutions and university systems. In most cases, it points out, professors who train to teach in new disciplines retain the tenure, rank, and salary of their former discipline.

The 50-page report, *Campus Approaches to Faculty Retraining*, is available to council members for $5 prepaid and for $8 to others from A.C.E., One Dupont Circle, Washington 20036; (202) 939-9450.

Personal & Professional

Black, Female College Presidents Declare They Are Leaders for 'Entire Institutions'

They say they are unfairly characterized as unable to make unbiased decisions on sexual, racial issues

By GAYNELLE EVANS

NEW YORK

PIONEER COMMUNITY COLLEGE

Zelema Harris: "We need to recognize we were chosen because we are women whose blackness can open doors."

STOCKTON STATE COLLEGE

Vera King Farris: "You just have to accept the fact that you never stop proving yourself."

Black, female college presidents are unfairly characterized as not able to make unbiased decisions on minority and women's issues, several of them said here this month.

"We are presidents for entire institutions," said Reatha Clark King, president of Metropolitan State University in Minnesota. "Of course we want to make things better for women and minorities, but we can also carry that level of commitment to all groups."

The perception of bias can be dispelled over time, said Ms. King. "The longer you're in the job and people recognize that you have broader skills, the more at ease they become."

However, many black, woman presidents say they must prove their lack of prejudice again and again to students, trustees, faculty members, and administrators.

"You just have to accept the fact that you never stop proving yourself." said Vera King Farris, president of Stockton State College.

Ms. King and Ms. Farris made their comments during a panel discussion at the annual meeting of the Association of Black Women in Higher Education here.

Only 18 of the 300 or so women who head higher-education institutions today are black, according to figures compiled by the American Council on Education. Seven of them took part in the panel.

"The presidents' presence said to a number of the black women here that they too can become college presidents, and that they should not limit their academic aspirations," said Bernadette W. Penceal, the association's president and a professor of English at New York University.

Although their numbers are small, many black female presidents met for the first

Continued on Page 29, Column 1

Professors in High-Demand Fields Are Getting Higher-than-Average Salaries, 2 Studies Find

By JEAN EVANGELAUF

WASHINGTON

At both private and public institutions of higher education, faculty members in fields where they are in high demand are commanding higher-than-average salaries this year, with accounting, business, and engineering topping the lists, the College and University Personnel Association has reported in two new studies of salaries by discipline and rank.

At private institutions, the association found that professors of engineering had the highest salaries, with pay averaging $38,576, 30 per cent above the average for all fields combined.

Engineering was also the highest-paying field at public colleges and universities, with an average salary of $35,970, 15 per cent more than the average for all fields at those institutions.

At both public and private colleges, faculty members in business and management and in accounting had above-average pay in each rank. Full professors of accounting at private colleges, for example, earned $41,903, 9 per cent above the average for that rank. Associate professors of business and management at private institutions earned $34,283, 17 per cent higher than the average pay of associate professors in all fields combined.

102,000 Faculty Members Covered

Disciplines at private colleges with lower-than-average salaries in each rank included education, dramatic arts, music, and secretarial programs. At public institutions, the disciplines with below-average pay included fine arts, social sciences, and visual and performing arts.

Figures for public institutions were based on reports covering 63,623 faculty members at 262 institutions that are members of the American Association of State Colleges and Universities, a co-sponsor of the study. The private-college figures cover 38,890 faculty members at 440 institutions that are members of the American Council on Education.

The figures, which were reported by campus administrators, represent nine- or ten-month salaries for full-time faculty members and exclude fringe benefits and summer earnings. Appalachian State University provided support for the two studies.

In the survey of public colleges, which

Continued on Page 28, Column 3

1 in 2 Part-Time Teachers at 2-Year Colleges Would Accept Full-Time Position if Offered

By LIZ McMILLEN

KANSAS CITY, MO.

Half the part-time faculty members at community colleges would accept a full-time position if it were offered to them, a survey has found. About 30 per cent would refuse such an offer, while the remaining 20 per cent are undecided.

Findings from the survey, which included 1,140 part-time faculty members at 11 community colleges, were released at a faculty-development conference here by James M. Williams, director of the communications division at Johnson County Community College. Mr. Williams, who conducted the survey, said it had been designed in part to examine instructors' views of professional-development activities at their colleges, which are members of the League for Innovation in Community Colleges, a consortium of 53 institutions.

The survey shed new light on the professional lives of part-time instructors, who often feel neglected and unknown, Mr. Williams told the conference, which was sponsored by Kansas State University's Center for Faculty Evaluation and Devel-

Continued on Page 28, Column 1

FACT-FILE

Average Faculty Salaries by Rank in Selected Fields, 1985-86

	262 Public Institutions						440 Private Institutions					
	Professor	Associate professor	Assistant professor*	New assistant professor	Instructor	All ranks	Professor	Associate professor	Assistant professor*	New assistant professor	Instructor	All ranks
Accounting	$43,187	$36,207	$30,785	$32,759	$22,979	$34,393	$41,903	$33,701	$27,479	$27,204	$21,612	$31,271
Agribusiness and agricultural production	36,661	29,326	25,221	24,239	19,447	30,389	—	—	—	—	—	—
Anthropology	39,191	30,472	24,838	—	—	33,232	42,871	31,193	24,658	23,490	—	32,328
Architecture and environmental design	37,158	31,793	26,076	—	—	31,256	39,825	30,666	24,979	—	18,663	31,852
Area and ethnic studies	41,065	32,458	26,533	—	—	33,425	41,978	31,179	25,550	—	—	33,018
Audiology and speech pathology	39,407	30,795	24,852	24,186	21,315	30,916	39,691	29,783	24,918	—	—	29,165
Business administration and management	41,522	34,526	29,710	30,458	21,696	33,563	44,056	34,020	28,071	29,030	22,568	32,952
Business and management	42,056	35,174	29,804	30,852	21,974	33,733	44,370	34,283	28,248	28,587	23,402	33,623
Business economics	40,362	32,938	28,164	28,357	22,593	33,316	41,695	31,941	26,757	25,509	21,997	31,787
Chemistry	38,173	30,482	24,785	24,574	19,508	33,177	38,939	28,554	23,464	23,279	18,613	32,531
Communications	37,262	30,029	24,583	23,265	20,346	28,585	34,277	28,993	22,632	22,422	18,846	26,328
Communications technologies	37,588	30,340	25,856	—	19,629	29,365	34,794	32,680	24,260	25,061	18,538	27,099
Computer and information science	42,123	35,078	29,538	29,692	22,708	32,405	42,273	31,705	26,967	26,363	21,789	29,744
Curriculum and instruction	36,729	30,958	26,038	24,559	21,026	31,687	42,649	33,432	23,849	—	—	32,922
Dramatic arts	38,092	29,448	23,406	21,182	19,652	29,089	35,313	27,290	22,541	21,103	18,880	26,433
Education	37,549	30,503	25,048	23,761	19,233	31,584	34,564	27,902	22,161	21,246	18,599	27,543
Education administration	38,709	31,304	26,309	23,800	20,533	34,361	—	—	—	—	—	—
Engineering	42,992	35,134	30,348	31,302	22,220	35,970	47,141	34,588	30,066	29,938	22,632	38,576
Fine arts	36,271	28,860	23,788	21,731	19,758	29,911	34,743	26,755	22,074	20,934	18,576	27,158
Foreign languages	37,998	30,018	24,309	22,163	19,294	30,537	36,492	28,311	22,832	20,987	19,180	28,029
Geography	38,556	29,906	25,288	22,525	20,958	32,220	37,121	30,342	24,709	—	—	31,379
Geological sciences	38,203	30,750	25,563	24,620	20,895	32,688	42,409	32,402	25,647	—	—	34,937
History	37,914	30,365	24,571	21,659	20,454	33,552	36,940	28,727	22,757	20,658	18,477	30,999
Home economics	37,777	30,305	25,582	23,478	19,882	28,021	34,121	25,542	21,635	—	17,613	22,908
Letters	37,302	29,497	24,120	21,938	18,318	29,631	35,830	27,466	22,080	20,407	18,273	28,097
Library and archival sciences	37,773	30,547	24,402	22,884	19,992	27,607	35,922	27,318	21,333	—	17,995	25,146
Life sciences	37,438	30,553	25,939	23,625	21,528	31,992	37,438	28,631	23,169	21,737	18,312	30,491
Mathematics	38,595	31,143	25,965	25,178	19,295	30,713	38,825	29,240	24,135	24,168	18,951	29,780
Multi-interdisciplinary studies	36,627	29,536	24,006	—	20,590	28,688	35,816	26,115	20,306	21,217	17,490	24,834
Music	36,721	29,430	24,294	22,897	20,414	29,667	33,000	25,855	21,826	21,329	18,588	26,326
Nursing	38,490	30,552	24,906	23,615	21,160	26,217	35,475	28,040	22,462	22,165	19,241	23,779
Philosophy and religion	38,201	30,287	23,827	21,542	20,112	32,087	34,657	27,506	22,238	20,502	18,443	28,857
Physical education	37,557	30,449	25,866	23,464	21,653	29,171	33,691	27,656	23,007	21,571	18,737	25,115
Physical science	36,867	30,074	24,806	23,537	20,810	31,382	39,477	29,259	23,655	—	—	32,166
Physics	39,188	31,374	25,896	24,791	20,285	33,938	41,943	30,329	25,097	23,798	18,736	34,751
Political science	37,814	30,160	24,528	22,329	20,898	31,843	39,385	29,368	23,271	21,724	19,677	30,985
Psychology	38,369	30,677	24,965	23,134	20,679	32,682	37,709	28,246	22,929	21,742	17,640	29,733
Reading education	36,168	28,406	24,695	—	—	30,606	38,692	29,985	22,083	—	—	28,073
Secretarial and related programs	35,499	29,365	24,342	—	19,812	27,201	—	24,566	20,828	—	16,774	21,559
Social sciences	36,967	29,569	24,061	23,562	19,824	29,737	40,897	29,295	24,267	23,294	20,043	31,220
Sociology	38,285	30,469	24,955	23,071	19,538	31,373	36,310	27,404	22,733	21,353	19,319	28,218
Special education	37,566	30,126	24,860	24,130	20,197	30,359	33,305	25,466	21,538	—	—	24,580
Student counseling and personnel services	37,883	30,724	24,466	23,185	—	33,215	37,024	29,402	24,436	—	—	31,382
Teacher education, general programs	36,765	30,309	24,913	24,033	19,819	31,681	30,451	26,457	21,726	20,611	17,416	26,070
Theology	—	—	—	—	—	—	35,863	28,072	23,873	22,572	20,231	29,862
Visual and performing arts	35,743	28,984	23,693	22,621	20,315	28,718	35,233	27,568	22,745	22,326	18,632	27,550
Vocational and technical education	37,484	30,558	26,069	24,288	21,378	30,475	—	—	—	—	—	—
All major fields	**$38,327**	**$31,034**	**$25,858**	**$25,122**	**$20,695**	**$31,321**	**$38,355**	**$29,242**	**$24,015**	**$23,407**	**$19,530**	**$29,768**

Note: Data are based on reports from 262 public institutions that are members of the American Association of State Colleges and Universities and from 440 private colleges and universities.

* Includes data for new assistant professors.

— Indicates fewer than 10 positions in a rank or fewer than 50 of all ranks. The data are included in the averages for all ranks and for all fields.

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

1 in 2 Part-Time Teachers at 2-Year Colleges Would Accept a Full-Time Position

Continued from Page 25

opment. It found that the average part-time faculty member at a community college was 40 years old, had taught for 4½ years, and held a master's degree. Fifty-three per cent of the part-time instructors were men.

The typical instructor, who had half a year of experience at a two-year college before accepting his present position, taught two courses a semester. About one-quarter of the part-time teachers had an office at the college.

The survey also found that nearly 65 per cent of part-time instructors held a full-time job elsewhere, usually in business or education. About 10 per cent belonged to a collective-bargaining unit.

While about 50 per cent of those surveyed said they were generally satisfied with the professional training and support they had received, some faculty members indicated in written comments on the survey forms that they needed more information about college procedures, students, and the possibility of a full-time job, Mr. Williams said.

The survey findings indicated that colleges should pay more attention to the job plans of part-time faculty members, perhaps by using orientation sessions at the beginning of each semester to explain the limitations of part-time employment, Mr. Williams said.

More Information Wanted

"We often assume part-time instructors want a full-time job, and among instructors in the humanities and social sciences, that is often the case," said Mr. Williams. "People in other fields—such as business and accounting—don't want to leave their other jobs.

"All need to be told very frankly the chances of full-time employment."

Some instructors said they wanted more information about "nitty-gritty" college procedures—in particular, explanations of grading policies, academic standards, class cancellations, and record-keeping.

Others wanted information about students.

"Many think they're going to teach 18-year-olds and then they find themselves looking eye-to-eye with people as old as they are—or older," Mr. Williams said.

Some instructors said they hadn't been aware that they would be evaluated in the same way as full-time faculty members. Administrators should tell them what kind of evaluations they can expect, he said.

Although the survey questions did not address faculty salaries, dissatisfaction with low pay came through "loud and clear" in the written comments, Mr. Williams said.

"No matter what we do in terms of professional development, we would get more results if the jobs carried a higher stipend," Mr. Williams said.

A limited number of copies of the 138-page report are available free from James M. Williams, Johnson County Community College, 12345 College Boulevard, Shawnee Mission, Kan. 66210; (913) 469-8500.

Professors in High-Demand Fields Getting Above-Average Pay

Continued from Page 25

did not include land-grant and most other large research universities, the association found that in each of the 46 disciplines the survey covered, the average pay was higher this academic year at public colleges with collective bargaining than at public colleges without unions.

At the 86 public institutions with collective bargaining, the average faculty member was earning $33,472. At 176 non-unionized public institutions, the average pay was $30,032, according to the association.

In addition to salary data, the studies included the distribution of faculty members by rank. At public institutions, 35 per cent of faculty members held the rank of full professor, compared to 31 per cent at private institutions.

The distribution varied considerably by discipline. At private colleges, the fields with the greatest proportion of full professors—with figures ranging from 45 per cent to 51 per cent—included chemistry, geological sciences, history, physical science, and physics.

Fields with the smallest proportion of full professors included computer science, home economics, nursing, physical education, and secretarial programs.

At public institutions, the disciplines with the highest proportion of full professors included education administration, chemistry, history, and student counseling and personnel; among the disciplines with the lowest were home economics, nursing, and library sciences.

Each report included a list of institutions that participated in the survey. Colleges that wish to compare their average faculty salaries with those of a group of at least 10 similar institutions may purchase a special analysis from the association.

Copies of the 1985-86 salary reports are available from the College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington 20036. The price of each, prepaid, is $20 for association members and $40 for others.

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News Summary

Articles on inside pages

Two researchers whose study of scientific fraud has been kept from publication by fears of lawsuits say an assessment of such misconduct may be impossible. Story on Page 7.

University librarians are concerned about budget cuts at the Library of Congress. Story on Page 6.

The number of states requiring licensed professionals to attend continuing-education programs has increased. Story on Page 13.

A Senate committee will try to force the Defense Department to award grants to nine universities that did not go through the competitive process. Story on Page 13.

Participants in the pension program run by T.I.A.A.-C.R.E.F. have a right to transfer their money to other plans, a commission has concluded. Story on Page 23.

Professors think faculty involvement is critical to academic governance but often refuse to participate themselves, a new study has found. Story on Page 23.

Sixteen universities have received $1.4-million from the government to establish a regional computer network. Story on Page 28.

Colleges must counteract misinformation about AIDS, says a new report. Story on Page 29.

Northwestern University has an unusual scholarship program for wrestlers. Story on Page 33.

Faculty members at the American University of Beirut stopped teaching classes to protest the continuing violence against professors and students there. Story on Page 37.

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Indirect-Cost Cap Vexes Universities and Researchers

By COLLEEN CORDES

It's easy for David Welch and his fellow joggers at the Georgia Institute of Technology to pump up their pulse rates.

They just debate the latest federal move to reduce payments for the indirect costs of research.

"We run daily and we talk about it daily," says Mr. Welch, Georgia Tech's director of grants and contracts accounting.

As an administrator, Mr. Welch is staunchly opposed to proposals by the federal Office of Management and Budget to limit the payments. Some of his jogging colleagues are researchers who are not so sure it is a bad idea. But they and other administrators and researchers across the country agree on one thing: The issue of indirect costs is one of the most complex, divisive, and intractable dilemmas confronting academe today.

The labyrinth of indirect costs is one that few in government or universities dare to enter. Exactly why the costs now swallow nearly a third of every federal research dollar remains a mystery that many of the country's best scientific minds cannot penetrate.

Some Support OMB

Some frustrated scientists, hoping that scarce dollars will be freed for more and bigger grants, have cheered the O.M.B.'s effort to cap the administrative portion of the expenses.

Administrators, meanwhile, contend that the proposal would force universities to subsidize hundreds of millions of dollars of expenses that government auditors have agreed they incur in carrying out federal grants and contracts.

Some researchers who have studied the issue closely acknowledge that it cannot be solved simply. "It's easy to have strong views when you're ignorant," says Harlyn

Continued on Page 14, Column 1

Carnegie Panel Asserts Rebuilding of Education System Is Needed to Preserve U.S. Living Standard

It calls for sweeping improvement in schools and teacher training

By ROBERT L. JACOBSON

SAN DIEGO

A blue-ribbon panel of educators, business representatives, and past and present government officials, citing the demands of a changing world economy, called last week for a major upgrading of the nation's public-school system and of teacher-preparation programs in colleges and universities.

The alternative, it warned, would be "a steady erosion in the American standard of living."

The year-old panel, sponsored by the Carnegie Corporation of New York, made several sweeping and potentially controversial recommendations, including the following:

► Elimination of undergraduate programs of teacher education and adoption of a bachelor's degree in the arts and sciences as a prerequisite for professional preparation in teaching.

► A restructuring of teaching to encompass a highly trained cadre of "lead teachers" and the development of new graduate-school programs leading to master's degrees in teaching.

► Creation of a National Board for Professional Teaching Standards to establish tougher certification requirements across the country within the next few years.

► Substantial increases in schoolteachers' salaries and career opportunities to make teaching more competitive with other fields.

Excerpts from the report of the Carnegie task force are printed in a 12-page pull-out section that begins on Page 43.

► Much greater efforts nationwide to prepare members of minority groups for teaching careers.

► A restructuring of schools to increase teachers' discretion in meeting state and local education goals, while holding them accountable for their students' progress.

The panel, called the Task Force on Teaching as a Profession, made its proposals in a report to be released here at the start of a three-day invitational conference

Continued on Page 42, Column 1

6,500 Scientists Vow to Boycott Studies Aided by 'Star Wars'

More than 6,500 scientists, engineers, and graduate students have promised not to participate in research supported by President Reagan's space-based missile defense program, the Strategic Defense Initiative, which they called "ill-conceived and dangerous."

Supporters of the campaign to boycott S.D.I. presented the pledges last week to Rep. George E. Brown, Jr., Democrat of California, at a press conference on Capitol Hill. Mr. Brown plans to deliver them to the White House.

Fifteen Nobel laureates in physics and chemistry were among those who signed pledges to boycott the initiative, which is popularly known as "Star Wars." The signers included 57 per cent of the faculty members in the top 20 physics departments, as ranked by the boycott organizers according to data from the Conference Board of Associated Research Councils.

They also included a majority of the fac-

Continued on Page 10, Column 1

Exam-Grading Time Gives Professors Their Annual Case of the 'Blues'

By SCOTT HELLER

Leah Wortham has the bluebook blues.

You would, too, if you had to grade 58 law-school exams of three to five bluebooks each and you had just given birth to twins.

Even without the twins, you probably have the blues. Professors do, this time of year. And if they don't, it's because they're too busy to realize they should.

Ms. Wortham tried once to take the exams to the Caribbean. "It made me resent them all the more," she says.

This year she's home with Ann and Elizabeth and three-year-old Alexander, who was born during finals in 1983. The bluebooks sit, beckoning, in her study.

"No one has a cleaner house than the person who has to grade papers," says Ms. Wortham, assistant professor of law at Catholic University. "You hate grading so much that it makes everything else seem better."

The discomfort alone makes it miserable. "You sit in one position for so long—I've gotten my neck in such bad shape I've had to see a massage therapist," she says.

•

The bluebook blues are unyielding. Yet everyone, it seems, has a strategy to ease the pain.

Robert Prentice is a marathon man. An associate professor of business law at the University of Texas at Austin, he began grading last week an hour after his noontime exam was done. Typically, he goes six hours non-stop. Then he starts again until he's through.

"You have to have the refrigerator stocked with Diet Coke and lots of Chee-Tos and maybe some Cracker Jack," he says.

"It's really embarrassing to hand back papers with chocolate on them," he adds, "but sometimes it's unavoidable."

•

Jane Gentry Vance wakes up in the middle of the night. Not because of the tests, exactly, but the extra time helps. She'll hear a noise, wake up, and grab one or two of the papers beside her bed.

"I'm sort of in a trance," she says, "and it works out to be quite painless." She doublechecks the exams in the morning.

Ms. Vance, an associate professor in the University of Kentucky's honors program, divides the number of exams by the num-

Continued on Page 26, Column 1

FACT-FILE

1984-85 Holdings of Research Libraries in U.S., Canada

University Libraries

	Volumes in library	Volumes added	Current serials	Professional staff	Spending for materials[1]	Spending for salaries[1]
Harvard U.	10,929,899	131,470	103,000	310	$6,871,754	$16,109,429
Yale U.	8,192,144	147,379	55,801	176	4,916,200	9,760,550
U. of Illinois	6,808,048	192,498	93,913	122	4,724,114	7,845,131
U. of California at Berkeley	6,610,872	106,642	94,108	170	5,115,266	14,751,484
U. of Michigan	5,805,748	123,079	63,947	142	4,734,897	8,266,986
Columbia U.	5,459,972	82,966	61,958	133	4,260,392	9,195,626
U. of Texas	5,402,357	173,061	77,478	146	6,539,296	9,161,771
U. of California at Los Angeles	5,365,264	192,657	83,804	190	5,849,917	13,129,007
Stanford U.[3]	5,318,153	141,065	48,573	155	5,754,736	13,196,374
U. of Toronto	5,178,677	173,836	39,981	153	4,292,215	11,977,770
Cornell U.	4,874,447	105,320	55,365	157	4,331,291	7,859,142
U. of Chicago	4,660,683	(133,421)[2]	47,796	77	2,979,870	5,947,326
U. of Wisconsin	4,494,680	104,243	48,666	132	4,014,395	8,163,935
U. of Washington	4,416,024	118,864	39,868	124	4,311,786	7,682,662
Indiana U.	4,365,624	122,388	30,996	109	3,515,523	6,140,882
U. of Minnesota	4,229,107	94,876	44,714	109	3,570,053	7,947,433
Ohio State U.	3,963,395	91,146	30,909	109	4,386,886	6,964,343
Princeton U.	3,751,967	115,633	38,0[illegible]	95	3,557,309	7,724,797
Duke U.	3,458,720	77,017	29,566	97	3,102,947	4,945,550
U. of Pennsylvania	3,282,105	89,090	29,825	101	2,510,010	5,767,447
U. of North Carolina[3]	3,184,517	121,780	40,225	114	4,222,600	5,961,916
Northwestern U.	3,124,611	79,886	25,474	104	2,946,886	5,511,422
Michigan State U.	3,062,867	69,963	22,808	74	2,681,414	4,782,299
U. of Arizona	3,049,172	111,989	33,616	91	4,256,069	5,131,403
New York U.	2,879,338	63,981	31,009	108	3,413,364	6,490,290
U. of Virginia	2,713,404	90,435	22,227	89	4,345,772	5,317,721
U. of Iowa	2,661,726	83,669	32,815	79	3,406,656	3,838,812
U. of Pittsburgh	2,583,597	75,219	22,145	86	2,409,894	4,731,569
Pennsylvania St. U.[3]	2,556,027	83,062	26,820	103	3,475,783	6,667,337
Johns Hopkins U.	2,506,132	55,259	19,524	82	2,553,488	4,369,024
U. of Kansas	2,485,746	87,046	29,353	81	3,132,388	4,155,983
U. of Alberta	2,476,532	77,823	21,234	83	2,686,758	5,983,390
U. of Florida	2,474,542	58,022	29,079	98	2,930,847	4,633,069
U. of Rochester	2,473,305	41,917	12,562	57	2,126,472	3,282,857
U. of British Columbia	2,465,584	115,483	35,299	104	2,815,287	7,459,179
U. of Southern Cal.	2,441,102	80,388	37,926	98	2,993,179	4,809,760
U. of Georgia	2,415,673	99,174	51,925	76	3,473,006	3,905,394
State U. of New York at Buffalo	2,310,828	60,602	23,302	90	2,588,461	4,461,923
McGill U.	2,292,456	55,248	14,660	73	2,449,701	5,722,221
U. of Missouri	2,254,750	48,646	20,445	50	2,146,421	3,004,588
Rutgers U.[3]	2,218,913	73,776	22,893	96	3,356,846	7,709,873
Syracuse U.	2,186,470	64,017	22,469	65	2,446,463	3,421,719
U. of Utah	2,157,104	80,738	14,348	48	1,767,976	2,814,118
Louisiana State U.	2,147,840	63,391	23,840	66	3,128,755	3,540,851
U. of South Carolina	2,117,042	57,333	17,434	60	2,052,027	2,870,037
U. of Oklahoma	2,106,359	46,669	14,528	45	1,894,874	2,470,631
Wayne State U.	2,084,110	51,692	20,995	68	2,445,405	3,952,217
U. of Massachusetts	2,068,005	65,545	13,555	55	1,810,616	3,730,377
U. of Colorado	2,051,953	42,257	22,486	45	2,127,094	3,397,997
Washington U. (Mo.)	2,029,838	40,022	16,152	67	2,225,199	3,087,241
U. of Hawaii	2,013,146	62,351	33,889	62	2,045,989	3,889,143
Arizona State U.	2,000,762	88,621	27,803	66	3,401,502	3,866,930
U. of California at Davis	1,995,437	85,063	47,874	67	3,703,014	5,848,301
Massachusetts Inst. of Technology	1,993,922	46,850	20,637	86	1,810,512	4,717,818
Brown U.	1,966,160	46,745	15,195	68	2,146,428	3,146,360
U. of Kentucky	1,962,733	34,675	22,242	64	2,436,446	3,303,522
U. of Connecticut	1,960,607	95,471	18,634	61	2,398,835	3,904,812
Emory U.	1,888,061	54,142	17,549	56	2,625,957	3,223,140
Georgia Inst. of Tech.	1,852,786	72,760	28,380	49	1,309,460	1,648,643
Southern Illinois U.	1,844,546	44,472	21,000	57	2,015,648	3,502,039
Temple U.	1,839,707	52,577	15,027	69	1,797,813	3,501,878
U. of Nebraska	1,773,097	59,490	23,485	54	2,579,096	2,765,573
Brigham Young U.	1,744,061	63,813	16,722	75	2,349,046	3,721,063
U. of California at Santa Barbara	1,696,590	56,303	20,237	56	$2,672,877	$4,799,375
U. of California at San Diego	1,696,201	65,729	30,927	61	3,093,398	4,909,975
U. of Maryland	1,697,490	74,864	19,829	82	2,944,272	4,480,279
U. of Oregon	1,675,727	35,982	17,561	51	2,312,004	2,713,883
U. of Delaware	1,668,896	53,849	19,576	43	2,756,606	2,308,804
Purdue U.	1,655,449	61,781	17,451	43	2,108,762	3,328,945
U. of Western Ontario	1,651,771	67,221	18,949	56	2,953,172	4,292,219
Florida State U.[3]	1,626,574	47,763	22,136	56	2,145,212	2,712,490
U. of Notre Dame	1,616,220	39,614	15,711	40	1,940,222	2,250,814
U. of Alabama	1,612,375	53,234	15,644	52	1,974,188	2,374,957
Iowa State U.	1,609,802	55,972	20,652	48	2,603,083	3,069,867
Vanderbilt U.	1,606,105	40,888	16,672	65	2,184,547	3,150,862
Dartmouth C.	1,605,240	46,860	19,534	41	1,910,428	2,385,011
Texas A&M U.	1,600,043	59,133	18,053	67	3,046,940	3,742,768
Queen's U.	1,597,351	53,708	15,229	39	1,949,775	3,070,704
Tulane U.	1,576,287	47,412	14,652	49	2,315,684	2,653,864
Kent State U.	1,570,832	47,058	9,465	39	1,183,869	2,792,052
U. of Guelph	1,564,686	78,128	9,816	34	1,353,278	2,563,045
Boston U.	1,546,525	50,761	27,074	64	2,500,588	3,483,003
York U.[3]	1,534,400	43,664	19,713	46	1,953,204	3,543,991
Georgetown U.	1,533,577	68,133	20,042	68	2,556,310	4,070,257
U. of Tennessee	1,524,127	40,809	17,983	54	1,947,757	2,980,753
U. of New Mexico	1,514,077	48,072	17,671	70	2,208,927	4,053,926
U. of Miami	1,508,447	33,685	20,477	60	2,155,494	3,219,713
Virginia Polytechnic Institute and St. U.	1,493,361	50,698	19,000	56	2,504,900	2,654,800
Laval U.	1,490,743	55,703	13,764	75	1,723,580	5,148,173
Howard U.	1,474,316	90,160	24,147	105	2,809,576	4,436,337
State U. of New York at Stony Brook	1,473,744	48,821	17,170	49	2,142,329	3,560,520
U. of Cincinnati	1,469,931	40,751	18,794	68	2,448,460	4,264,431
Case Western Reserve U.	1,469,190	22,590	11,974	72	1,553,096	2,775,158
Colorado State U.	1,446,036	44,192	17,390	43	1,416,2[illegible]	2,732,314
U. of Houston	1,434,745	26,005	27,002	57	2,512,676	3,459,541
Washington St. U.	1,418,725	34,652	33,947	40	1,994,194	3,085,455
U. of Waterloo	1,400,404	68,653	16,346	43	2,114,595	3,222,345
Oklahoma State U.	1,398,221	28,057	14,617	41	1,652,902	1,676,271
McMaster U.	1,394,824	42,492	14,450	39	2,556,493	2,928,999
U. of Manitoba	1,367,086	42,958	11,826	61	1,758,701	3,942,941
Rice U.	1,234,034	45,019	10,723	38	1,647,554	1,909,933
U. of Saskatchewan	1,207,163	39,127	9,702	36	1,715,476	2,960,196
U. of California at Riverside	1,204,419	42,988	13,349	34	2,044,019	2,996,239
North Carolina St U.	1,182,891	44,771	18,535	44	2,416,359	2,968,139
U. of California at Irvine	1,178,819	57,909	16,918	46	2,779,486	3,795,603
State U. of New York at Albany	1,130,619	36,614	16,243	48	1,876,474	2,555,819

Note: The libraries are listed according to number of volumes. Beginning this year, the Association of Research Libraries is no longer publishing its ranking of libraries based on an index that takes into account volumes held, expenditures, and other quantitative measures. Institutions were asked to report figures for their main campus only, unless a branch campus is indicated.

[1] Figures for Canadian libraries are expressed in U.S. dollars.

[2] Loss is due to the subtraction of microforms no longer counted as volumes.

[3] Includes branch campuses as well as the main campus.

n/a Data not available.

Non-University Libraries

	Volumes in library	Volumes added	Current serials	Professional staff	Spending for materials[1]	Spending for salaries[1]
Library of Congress	20,389,914	282,848	150,000	2,699	$6,753,617	$141,850,000
New York Public Library	6,203,241	440,329	31,765	190	4,740,417	10,202,445
Boston Public Library	5,380,464	191,875	15,040	199	4,256,161	8,537,846
Center for Research Libraries	3,494,958	30,336	31,095	22	852,184	1,053,299
New York State Library	1,943,297	32,787	20,003	77	1,720,419	3,541,949
Canada Institute for Scientific and Technical Information	1,910,741	61,541	29,000	83	5,626,680	4,836,420
National Agricultural Library	1,849,065	20,450	26,500	85	1,500,000	4,670,431
National Library of Medicine	1,745,215	38,662	23,087	212	2,096,540	10,636,034
Newberry Library	1,391,694	11,108	6,200	54	292,786	1,927,815
National Library of Canada	1,031,028	53,350	20,745	219	2,095,058	11,732,138
Smithsonian Institution	980,000	n/a	21,176	46	485,000	2,509,758
Linda Hall Library	567,950	16,856	16,882	23	1,029,372	977,165

SOURCE: ASSOCIATION OF RESEARCH LIBRARIES

University Librarians Fear Impact of Cuts at Library of Congress

Continued from Page 6

it costs her library from $5 to $7 to catalog a book using Library of Congress information. Without that information, she said, the process could cost as much as $20 or $30 a book.

Librarians agree that except in rare circumstances—when, say, a librarian happens to remember that a certain newly purchased volume is on a holding shelf somewhere—a book that is not cataloged is inaccessible to users. As far as researchers are concerned, it might as well not exist.

In some fields, said Jaia Barrett, program officer at the Association of Research Libraries, a lack of awareness that a certain title exists could seriously hinder scholars.

In the sciences, for example, library users typically request the most recent two years' worth of literature on a given topic, said Ms. Barrett, who is a former government-documents librarian at Duke University. If a library were significantly behind in its cataloging, she said, that kind of up-to-the-minute search would inevitably be hampered.

"If I were optimistic that in October the cuts [at the Library of Congress] would be restored, or at least not made any deeper, we might dig out," Ms. Barrett said. "But if they continue, I think we've got some really serious backlogs that it may take a very long time to clear."

University librarians are also worried that reductions in the number of new books acquired by the Library of Congress, particularly foreign-language volumes, will cause gaps in the scholarly literature in years to come.

Because the Library of Congress purchases books and monographs worldwide, said Robert C. Sullivan, director for acquisitions and overseas operations, most of its acquisitions are foreign materials. Moreover, the library acquires foreign-language books that no other research library in the country holds.

"We're regarded in most circles as the library of last resort," said Mr. Sullivan. "We collect more comprehensively than most research libraries."

The impact of the recent budget cuts on the library's acquisition of foreign books has been compounded, Mr. Sullivan said, by the decline in the value of the dollar. He estimated that the library would purchase about 40,000 fewer titles in fiscal 1987, most of them foreign-language materials.

What makes that situation even worse, said Ms. Barrett, is that, typically, foreign publishers print fewer copies of their books than do U.S. publishers, and the books therefore go out of print more quickly.

"If you don't get it right then when it comes out," she said, "it may not be there for the getting. We may be missing foreign material down the line."

Budget Office's Plan Would Limit Indirect Costs

Continued from Page 1

O. Halvorson, a professor of biology who also directs a medical-research center at Brandeis University.

The object of the debate is a plan that hasn't been adopted yet, and probably won't take effect for most federal agencies until fiscal 1987.

In February, the Office of Management and Budget proposed to limit the amount that agencies pay universities for the administrative portion of the indirect, or overhead, costs they incur when they conduct federally financed research. The new limits were to have been phased in, beginning in April.

The budget office estimated that its proposal would cut reimbursements for indirect costs by $100-million in fiscal 1987 and more than $200-million in fiscal 1988.

After an outcry from universities, the agency said it would reconsider and decide whether to come up with a new plan. The O.M.B. expects to make a final decision this month on what steps it will take to reach its goal of slicing about $200-million a year from the $1-billion the government pays universities for administrative costs.

O.M.B. officials have met with a small group of university administrators and scientists several times to discuss possible alternatives. The O.M.B. officials have not indicated whether they are leaning toward any of the options discussed.

Any changes most likely will be phased in, beginning in July, on new grants and contracts administered by the Department of Health and Human Services, which includes the National Institutes of Health, the agency that provides the largest share of federal support for campus research. The O.M.B. may allow other agencies to take another year to begin phasing in the changes.

Congress may delay all action until 1987.

The House of Representatives has passed an amendment by Rep. Sidney R. Yates, Democrat of Illinois, that would bar the budget office from using any of its fiscal 1986 money to change its policies on indirect costs.

The Senate Appropriations Committee also has included that provision in its version of the bill, which provides supplemental appropriations for the current fiscal year.

26-Pct. Limit

If the O.M.B. doesn't revise its plan and Congress doesn't order a delay, the Department of Health and Human Services will limit its payments for administrative overhead to 26 per cent of the direct costs of research, beginning July 1. In July, 1987, that cap will fall to 20 per cent.

Twenty-six per cent was the average rate that the government paid universities during the last five years. Many institutions, however, had much higher rates for administrative costs; at least one had a rate of 65 per cent.

Universities periodically negotiate their indirect-cost rates with one federal agency. That rate is then applied to all their federal research grants. Most universities negotiate with the Department of Health and Human Services because that is the agency from which they receive the bulk of their research money.

Regardless of how they proceed, O.M.B. officials are firm in their resolve to reduce indirect costs. One notes that the National Institutes of Health spend as much on university overhead as on cancer research. Officials also cite the thousands of high-quality research proposals every year, approved by peer reviewers, that cannot be financed.

Many lobbyists for universities and scientific organizations respond that money saved from indirect costs will be applied to reduce the federal deficit, not to support more research.

Through the years, a near-avalanche of reports have prescribed solutions for reducing indirect costs.

Indirect costs are calculated for seven different "cost pools," which include such items as use of facilities and libraries. Four of those pools—student administration and services, general administration, sponsored projects administration, and departmental administration—are called "administrative costs."

It is only the administrative costs that the O.M.B. is trying to limit. In doing so, the O.M.B. plan would strike at the most contentious portion of overhead, since administrative costs are particularly difficult to measure and to document.

Within that category, departmental administration is a focal point of controversy. In fiscal 1984, it represented more than half of the average administrative-cost rate of 26 per cent. To calculate one part of departmental costs, known as "faculty effort," researchers must estimate the proportion of time they spend in teaching, conducting research, and administering their research projects.

That, say many faculty members, amounts to plucking numbers from the air. They are philosophically opposed, they say, to the idea of trying to separate research time from teaching time.

Joel R. Primack, a professor of physics at the University of California at Santa Cruz, adds that many researchers believe universities have too many administrators, and they doubt that they receive all the services for which their institutions charge the federal government. On the other hand, he says, many researchers believe the government should subsidize universities, and the payments for indirect costs represent such a subsidy.

Not Subsidies, Officials Say

University officials, for their part, say the payments are not subsidies. Their institutions are actually underpaid by the government, they maintain, because they never claim all of the indirect costs they incur.

"If O.M.B. insists on saving money," says Donald Kennedy, president of Stanford University, "it should find a way to save money that affects the research enterprise symmetrically and not try to pretend that indirect costs are somehow less important to the research venture in this country than are direct costs."

University leaders note that all federal agencies except the Department of Health and Human Services require universities to bear some of the costs of conducting federal research. H.H.S. recently dropped that requirement.

All agencies—again, except Health and Human Services—include the estimated indirect costs of a research proposal in the written grant or contract application that peer reviewers consider. The reviewers are not asked to consider the indirect costs when they evaluate the proposals, but some researchers pressure administrators to report lower costs because they're afraid high overhead rates may make their proposals less competitive.

O.M.B. officials describe the process of negotiating the rates paid for indirect costs as an art, not a science. They suggest that some universities have higher rates because they have been "more creative" than others in deciding what to include in overhead charges.

J. Wayne Berry, an N.I.H. accountant who works on indirect costs, says private universities traditionally have had more incentive to be vigilant about recouping indirect costs than have public institutions, which have state money to fall back on.

But Mr. Berry and other experts warn against trying to compare indirect-cost rates among institutions. What one institution designates as an indirect cost, they say, may be charged as a direct cost by another because of differences in accounting procedures that the O.M.B. has always allowed.

"There's no way to truly compare," Mr. Berry says.

At Georgia Tech, Mr. Welch figures that most of the gap between the 49.6 per cent his institution charges for administrative costs and the 21.73 per cent rate charged by the Massachusetts Institute of Technology is illusory. M.I.T.'s rate is lower primarily because it counts salaries and related expenses for technicians, secretaries, and other staff as direct costs, while Georgia Tech charges them as indirect costs, he says.

The O.M.B.'s proposed policy states that a university "shall not change its accounting practices to reclassify administrative costs from indirect costs to direct costs." But Mr. Welch says one national accounting firm is recommending that institutions like his try to win an exemption to do just that. Otherwise, the federal government would be paying some universities for costs for which it refused to reimburse others.

What seems to irritate administrators most in the debate over indirect costs is what they perceive as the implication that universities may be conning taxpayers. Government negotiators have approved the expenses that each institution claims, notes Milton Goldberg, executive director of the Council on Governmental Relations, an organization of 123 research universities.

But counters one O.M.B. official, "The ability to obfuscate is great. How is some poor slob from the federal government going to unravel M.I.T.'s cost-accounting system?"

20 Universities that Would Lose the Most Under Proposed Administrative-Cost Cap

	Current administrative cost rate	Loss if rate is 26 Pct.	Loss if rate is 20 Pct.
Georgia Inst. of Technology	49.60%	$11,930,036	$16,160,144
Columbia U.	36.80%	7,236,000	13,128,998
U. of Pennsylvania	38.10%	7,865,000	12,706,200
Carnegie Mellon U.	44.88%	8,496,000	12,091,680
Stanford U.	29.00%	2,941,050	9,529,002
U. of Michigan	30.80%	3,744,000	9,097,920
Yeshiva U.	42.00%	4,976,000	7,369,360
U. of California at Los Angeles	28.30%	1,846,900	7,198,092
U. of California at Berkeley	30.40%	2,578,400	6,581,952
Vanderbilt U.	38.00%	3,840,000	6,220,800
Boston U.	43.30%	4,131,603	6,009,692
U. of Illinois at Urbana-Champaign	30.05%	1,906,133	5,108,435
U. of Miami	35.08%	2,814,800	5,048,784
U. of Wisconsin	26.08%	58,240	4,780,339
Ohio State U.	32.83%	2,335,764	4,738,694
Johns Hopkins U.	26.20%	140,000	4,687,200
Duke U.	30.83%	1,888,530	4,573,292
U. of Washington	24.23%	0	4,262,317
U. of Southern California	26.92%	510,664	4,148,371
Harvard U. (Medical Area)	45.60%	2,729,104	3,849,706

SOURCE: COUNCIL ON GOVERNMENTAL RELATIONS

House Approves $33.7-Billion Education-Spending Plan

Continued from Preceding Page

tion law. The House measure would allow additional increases for some "high priority" programs, such as those aiding historically black colleges and disadvantaged high-school students who want to attend college.

Both the House and Senate budget plans would increase money for all student-aid programs except Guaranteed Student Loans. The House resolution calls for reducing spending on guaranteed loans by $425-million over three years, while the Senate plan calls for a $695-million reduction. The cuts would be on top of $735-million in reductions under another budget-cutting measure, HR 3128, signed by President Reagan last month.

The House budget would save an estimated $100-million over three years by selling to the private sector most of the loans the Education Department has made for construction and maintenance of college dormitories and academic facilities. The Senate plan has no such provision.

The $1.68-billion supplemental-appropriations measure approved by the House would:

► Earmark $13.5-million for a defense research facility at Northeastern University and $11.1-million for construction of a microelectronics building at the Rochester Institute of Technology. The Senate version of the bill would provide money for those two projects, as well as for seven more.

► Provide $6-million for the National Cancer Institute to continue operation of clinical centers for cancer treatment.

► Allot $91-million for GI Bill education benefits and $35-million for vocational training for military veterans.

► Transfer $62-million already appropriated for the Defense Department to the Energy Department to speed up research projects related to the Administraton's Strategic Defense Initiative.

► Require $9.35-million already appropriated to be spent on a training ship for the State University of New York's Maritime College. President Reagan had recommended that the money not be spent now.

Small Businesses Mount Assault on Competition from Colleges

WASHINGTON

Delegates to the White House Conference on Small Business, to be held in August, are mounting an assault on colleges and universities that sell computers, do commercial laboratory work, and have their own travel agencies and travel clubs.

Their aim is to persuade Congress to enact legislation that would prevent non-profit organizations from competing with local businesses.

Business owners charge that colleges and universities, because they are tax exempt, receive federal and state funds, use student workers, and often get special deals from manufacturers, can underbid, undersell, and otherwise unfairly compete with taxpaying small businesses.

The issue is high on the list of concerns that will face the 1,823 delegates who will attend the conference here August 17-21, says Joseph F. O'Neil, chairman of the Business Coalition for Fair Competition and executive director of the American Council for Independent Laboratories. The coalition of more than two dozen national associations represents more than 100,000 small businesses, Mr. O'Neil says.

Computer retailers charge that by selling computers and computer software to students, faculty members, and staff members, colleges and universities are cutting into a prime retail market.

Independent laboratories, such as the ones Mr. O'Neil represents, charge that colleges and universities are competing with them for commercial clients, under the guise of research.

Travel agents are concerned about the loss of business to student organizations and on-campus travel agents that arrange individual and group trips.

2,000 Resolutions

Resolutions calling for the elimination of competition from non-profit agencies have been adopted by preliminary small-business conferences in 30 of the 50 states. The resolutions are among some 2,000 that the White House Conference delegates will consider. The top 40 recommendations—in order of importance to the delegates—will be sent to Congress later this year.

The 1980 White House Conference on Small Business came up with 60 resolutions. Two-thirds have since become law.

Although the unfair-competition resolutions go beyond colleges—state and local governments that have their own travel agencies, and charity organizations that undersell hearing-aid retailers are also targets—one of the retailers' major concerns is computer sales in colleges and universities, says Garis F. Distelhorst, executive director of the National Association of College Stores.

"We are talking about high-ticket items," he says. "This is a $3,000 computer, not a $30 textbook."

—JUDITH AXLER TURNER

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News Summary

Articles on inside pages

Charles Tilly, a sociologist at the New School for Social Research, encourages social scientists and historians to use each other's methods. Story on Page 4.

College officials are concerned that Vermont and its senior Senator will skew federal higher-education policy in the 90's. Story on Page 11.

A Supreme Court ruling will force changes in the executive order that requires college affirmative-action programs, says a Justice Department official. The Labor Department disagrees. Story on Page 10.

With liability insurance due to expire next month, many colleges are facing sky-high renewal premiums—if they can get coverage at all. Story on Page 20.

City University of New York is considering ways to help its 3,000 homeless students. Story on Page 24.

Students parry and thrust under the eye of theater professionals as they work for a master of fine arts in acting at the University of Alabama. Story on Page 25.

Memphis State University has been put on probation by the N.C.A.A. for violating rules on athletes' benefits. Story on Page 27.

Radio and television outdistance computers as the technology of choice at universities in other countries, say foreign academics. Story on Page 31.

In a break with tradition, Britain's University Grants Committee will use a new ranking of the nation's universities to calculate the amount of government money each will receive. Story on Page 32.

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Arts Scholars Fear State Aid Is Tilting Toward Scientists

Policies, often unwritten, seen restricting development funds

By SCOTT JASCHIK

Some scholars in the arts and humanities believe that their states' enthusiastic support of economic-development projects at colleges and universities has come at their expense.

Faculty members in science, engineering, and business have been the major beneficiaries of the millions of dollars that states have funneled into projects ranging from special endowed chairs for professors to new buildings and equipment to help scientists conduct research that will attract businesses to the state.

"There's no doubt about it: If it doesn't have to do with engineering or the sciences, it's going to be difficult for people to get new state funds," says Larry L. Leslie, director of the University of Arizona's Center for the Study of Higher Education.

Hard to Document

Mr. Leslie and other observers acknowledge that documenting that perception is difficult, if not impossible, because they cannot prove how the money would have been used if it had not been appropriated for economic-development projects.

In addition, many of the scholars worry about unwritten policies favoring certain fields. Many programs do not specify that all of the funds be used for economic development, Mr. Leslie says, but "the word gets out" that administrators and state legislators want the money used that way.

Some leaders in government and business acknowledge that a shift in support has taken place in recent years, with more and more funds allocated to the sciences. However, they say the increased support, particularly from business, will eventually help all academic fields.

Retired Adm. Bobby Ray Inman, presi-

Continued on Page 17, Column 1

BOARD MAY 'BUY OUT' CONTRACT

Feud Between President and Regents Debilitates University of New Mexico

By LIZ McMILLEN

ALBUQUERQUE, N.M.

For the last six months, the University of New Mexico has had two separate identities.

The first is that of a growing university, one that has prided itself on attracting top professors and building solid academic programs, and where the number of students has doubled in the past decade.

The other is that of a campus consumed by a series of public battles between its president and Board of Regents. The animosity has created deep rifts between the administration and the faculty and has threatened the university's stability.

Some people blame the board for the conflict, saying the regents have meddled in campus affairs. Last month 750 professors voted "no confidence" in the board.

Others point to the leadership style of the president, Tom J. Farer. His critics charge that he is an arrogant and inexperienced administrator who demands utmost loyalty from staff members and threatens them with loss of their jobs if they challenge him.

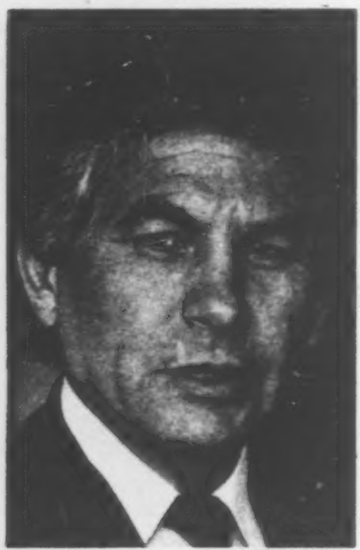
Words have flown furiously on this adobe campus, where professors and students work in the shadow of the snow-capped Sandia Mountains.

The president has lashed out at the regents for what he called their "culture of cronyism," and he has contended

Continued on Page 21, Column 1

U. OF NEW MEXICO

President Tom J. Farer, who plans to leave July 1, says the regents treated him like "a butler who might someday steal the silver."



JOHN C. PHILLIPS

Former Gov. Jerry Apodaca, regents' president, says, "It's as complicated as what ends a marriage. This relationship just didn't work out."

Shhhh: Don't Spend the Money Yet, but Education Is Faring Well in Congress

By STACY E. PALMER

WASHINGTON

This wasn't supposed to be a very good year for persuading the federal government to spend more on education. With the strict fiscal discipline required by the Gramm-Rudman-Hollings deficit-reduction law, some cuts seemed inevitable.

Thus far, however, it hasn't turned out that way.

In the spending blueprints passed by both the House of Representatives and the Senate, the Education Department's budget would actually be increased—by about $2-billion. Only one major student-aid program, Guaranteed Student Loans, would be trimmed at all.

The House plan would give education enough money to compensate for the effects of inflation and the first round of budget cuts made under the deficit-reduction law in March—and allow $500-million to be spent on several new programs. The Senate's plan is similar, although it does not call for any new programs.

Why? Everyone Has a Theory

It's impossible to say precisely why education has fared so well thus far. Almost everyone in Washington has a different theory. And education officials are cautious about declaring victory yet; the Congressional budget process involves many complicated steps. There are more battles to be won before any money actually begins to flow to the campuses.

Much of the Congressional interest in adding to the federal education budget appears to stem from growing worries about whether America is doing enough to make sure its citizenry is prepared to deal with future economic, social, and technological changes.

" 'Investment' and 'growth' are the big buzz words around here," says one Senate aide. "Education is a big part of that."

The main fear is that poor education is contributing to the trouble that American companies are having in competing with their foreign counterparts. Most of the money added by the House would specifically address that worry.

Such concerns were particularly obvious during the Senate's budget debate, when proposals to make huge increases in spending on science education were greet-

Continued on Page 14, Column 1

ing to a policy statement approved by the directors of the American Association of Community and Junior Colleges.

The association recommended that colleges require minimums of 12 semester hours in the humanities for the associate-in-arts degree, 9 semester hours for the associate-in-science degree, and 6 semester hours for the associate-in-applied-science degree.

While supporting humanities study in the past, the association had never prescribed minimums, an A.A.C.J.C. spokesman said.

Marygrove, U. of Michigan Plan Joint Degree Effort

The University of Michigan and Marygrove College have unveiled a joint degree program designed to help the university attract more minority-group students and to help Marygrove appeal to a wider range of applicants.

Under the program, students will attend Marygrove for the first three years of their college careers and be guaranteed a chance to transfer to the university for two or more years of study in one of five professional programs. Upon completion, they will receive a bachelor-of-arts degree from Marygrove and a professional degree from the university.

Most of the program's participants are expected to be members of minority groups, who make up 70 per cent of the enrollment at Marygrove.

Business Schools Honor Carnegie Mellon's Cyert

Richard M. Cyert, president of Carnegie Mellon University, has received the Dow Jones Award for his contributions to management education. It was presented at the annual meeting of the American Assembly of Collegiate Schools of Business.

In addition to the Dow Jones Award, which carries a $10,000 grant for student financial aid at the recipient's institution, three other awards were presented:

- Julia A. Harding, a faculty member at the University of Massachusetts at Amherst, received the $10,000 Exxon Award to develop a course in understanding the human dimensions of business problems.
- Terri A. Scandura, a doctoral student in organizational behavior at the University of Cincinnati, received $7,200 to complete her dissertation.
- Jerome S. Osteryoung, a professor of finance at Florida State University, received the Mee Professorship to assist the business school at Dalhousie University in integrating computer use into finance courses.

Corrections

- A list of institutions that have sold their investments in companies that do business in South Africa (*The Chronicle*, May 14) should have included the College of the Atlantic, which divested completely in August 1985. The action involved stocks worth about $250,000.
- The Weizmann Institute of Science (*The Chronicle*, May 28) is located in Rehovot, Israel.

Writers Celebrate 50th Anniversary of 'Bloomsbury of the Prairie'

By SCOTT HELLER

IOWA CITY

PHOTOGRAPHS BY CAROLE PATTERSON

Bob Shacochis, a Writers' Workshop alumnus who now teaches there, talks with Jean Heilprin, a new graduate of the program.

Raymond Carver is back, hulking and uneasy in the glory of *Cathedral* and *What We Talk About When We Talk About Love*. Hardback copies in hand, reverent students approach him for signatures. Here at the Iowa Writers' Workshop, where he studied and wrote and eventually taught, Mr. Carver is a hero.

T. Coraghessan Boyle is back, too, in a bad-boy leather jacket and fire-engine-red deck shoes. With *Greasy Lake and Other Stories* just out and his third novel on the way, Mr. Boyle is another hero—young, hip, and well-published.

Phil Meyer, class of 1973, is back as well. He has never been published. His first novel, *Cruising for Burgers*, was never bought. He renamed it *Leftover Heroes*, but still no luck. Several years out of the program, he gave up writing and went to law school. Now he teaches at New York University.

Phil Meyer is happy. He's writing again, a novel about a Vietnam veteran turned lawyer. And for the first time in 13 years—since those agonizing sessions in front of his workshop classmates—he is reading his own work to someone besides his wife.

Workmen loudly wax the floor outside as he begins.

It reminded me of the narrow-focus coldness I had felt occasionally in Vietnam. But there were invisible presences carried down on the spirits of those long ago winds. . . .

Is it good? Is it bad? Will it sell?

It doesn't matter, Mr. Meyer said. "This juices my batteries. It gives me joy to be here. I feel like I'm part of the community."

▪

On Memorial Day weekend, that community included some 450 graduates and friends of the writers' workshop, back to celebrate the 50th anniversary of the program that awarded the first graduate degrees in creative writing.

Among the Pulitzer Prize winners and rising stars, there were many like Phil Meyer—workshop graduates who went on to other things, who stopped writing or still write a little, who aren't on the best-seller lists but are still thankful for their moment and their friends.

Like Mr. Meyer, several chose to present their work at a marathon reading on Friday night. They were joined by current students, many of them poets, poised between the insular comfort of their community and the realities soon to come.

"The people who read are rarely heard—they're not going to be paid by a university to come," said Robin Reagler, a 1986 graduate. "It was kind of scary and kind of sad. For them I got the sense that poetry isn't a saving force—that it's disintegrated for them, in a way."

Then there were those who didn't come at all, and their presence was felt, too.

"A lot of people stayed away because they didn't feel they were successful enough," said Allan Gurganus, a 1975 graduate and professor of English at Sarah Lawrence College. "That's horrible, because anyone who has continued writing is really a hero."

▪

"When I took over," Paul Engle told a crowd of well-wishers, "there were eight students here—none of them talented, some of them actively untalented."

Offering the master of fine arts in creative writing was still controversial in 1941, when Mr. Engle became workshop director.

"The dogs followed, barking, 'You can't make a writer,' " he recalled.

For 25 years Mr. Engle hustled and raised funds to build the workshop into America's most celebrated training ground for creative writers. "He recruited students with the vigor of a coach recruiting football players," said Galway Kinnell, the poet who taught here in 1971.

Graduates include Gail Godwin, Donald Justice, Philip Levine, Flannery O'Connor, Wallace Stegner, and Mark Strand.

Teaching them were luminaries like Nelson Algren, Vance Bourjaily, John Cheever, John Irving, Philip Roth, and Kurt Vonnegut.

The formula is simple—small classes led by top-notch working writers, with visiting authors to read and chat with students.

Now, 50 years later, the workshop receives 10 applications for each of the 25 spots in both its fiction and poetry sections.

In 1975 *Esquire* called Iowa "the country's most successful literary community." Appreciative alumni and teachers here had other names: Talent camp. Boot camp. Spring training for writers.

Bloomsbury of the Prairie.

▪

No matter their subsequent triumphs, graduates recalled with similar dismay what it was like to listen to fellow students dissect their work in class.

Mr. Boyle had already published when he arrived, confident, in 1972. Still, he said, "No one wants to have a story critiqued. You want people to fall down with the magnificence of the piece."

Often ego would interfere and criticism would get nasty, he said.

John Mort remembered the time he got into a fierce fight with John Leggett, the current workshop director, over criticism of his novel-in-progress.

"Finally I jumped up and ran out of the class," said Mr. Mort, a librarian at Southwest Missouri State University. "He chased me down the steps. But I ran out and wasn't going to listen to any soothing words. I got into my Studebaker, he got into his Mercedes, and we had a drag race down the hill."

Sensitivities haven't changed in the 1980's.

The criticism "is not as vicious as people say it is," said Ms. Reagler. "When it's your poem, though, you don't have to hear more than one negative comment to feel you've been trashed."

▪

Students here are well aware that a writer's dreams can come true. Thus Iowa has been called commercial, a school that tailors its writers to literary fashion.

"It's like Hollywood, with people wearing their tight sweaters waiting to be discovered," said Jesse Lee Kercheval, a 1986 graduate. "Yet it rarely ever happens."

Still, they hope. And each year, eager publishers elevate one or two workshop writers into celebrity.

Mr. Gurganus remembers his moment of glory. He arrived in 1974, buoyed by the superstitious coincidence that Flannery O'Connor had handed in her thesis the day he was born—June 11, 1947.

A week into the workshop, John Cheever, his teacher, sold a story of his to *The New Yorker* for $5,000.

"The editor called and said 'We just bought your story.' I thought it was friends, and I said, 'Right. I'm Helen Hayes.' "

Ironically, the magazine has never published anything of his since that story. But with an advance from Knopf for a forthcoming novel, his fortunes are looking up.

For other returning graduates, the chance for discovery was still there—if not to be plucked out of youthful obscurity, then certainly to be noticed, to be hired, to be read. They handed out their chapbooks, their mimeographed literary quarterlies, their cards.

"You may not have learned a blessed thing here," said Mr. Mort, who circulated *Uncle* ("the magazine for those who have given up"), "but the people you were with are so good that they eventually help."

▪

As graduates remember it, workshop learning didn't end when class ended. It continued (some say began) in bars, in readings, at parties.

This community of storytellers has its own tales to tell. Some were published in a book given out here; others were relayed from graduate to graduate.

Dylan Thomas, the story goes, arrived stone drunk for his reading. Some faculty members wanted him sobered up, but Robert Lowell said No, hoping the Welsh poet would scandalize Iowa City. He did.

J. P. Donleavy, the story goes, was so rude that John Cheever and John Irving skipped his reading.

John Irving, the story goes, named one of the main characters in *The World According to Garp* after Jenny Fields, a student in the workshop. She was upset, but he didn't change the name.

Because the story of Iowa is larger than any one writer, each graduate, no matter his ostensible success, has a part in telling it.

"We were entranced with each other," Mr. Gurganus said of his comrades from the 1970's. "We were our news. We ate truck-stop breakfasts late at night, we took certain drugs, we fell in love with each other and out again and ended up with broken hearts.

"But my God," he added, "what subject matter."

T. Coraghessan Boyle (left), a former student at Iowa, and Paul Engle, a former workshop director, speak at the celebration.

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News Summary

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Confidential tenure documents must be made available to a government agency to comply with a Supreme Court action last week. Story on Page 43.

American Jesuit colleges are honoring their one millionth graduate. Story on Page 23.

New evidence is shedding light on the habits and life cycle of the nautilus, a squid-like creature long regarded as a "living fossil." Story on Page 27.

The impact of military research support on universities has been exaggerated, experts say, but institutions must watch for negative effects. Story on Page 27.

The selection of William R. Graham as the permanent White House science adviser has generated optimism among scientific groups. Story on Page 31.

President Reagan's nominee to head the Education Department's civil-rights office has withdrawn from consideration, calling the office ineffective. Story on Page 31.

Universities would lose $100-million a year under a new policy on indirect costs issued by the Office of Management and Budget. Story on Page 35.

Evaluations of professors after they receive tenure must be tied to faculty-development programs, says a new report. Story on Page 43.

Doctor Seuss received an honorary degree, a dog got a certificate, and two vegetarians asked for their diplomas on paper instead of sheepskin as commencement season drew to a close. Story on Page 46.

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South Africa: The Crisis, the Campuses, and Some Messages for Americans

CHRONICLE PHOTOGRAPH BY MALCOLM G. SCULLY

JOHANNESBURG

THESE TWO BLACK STUDENTS at the white university here find little to be happy about. Dali Mpofu and Thandi Gqubule are studying at one of their country's most prestigious institutions. But the daily, dominant fact of their lives is apartheid. The South African government's policy of white supremacy is evident to them everywhere—even here at the University of the Witwatersrand.

The university is working valiantly to find new ways of serving blacks. It is raising money for scholarships—"bursaries," it calls them—that would enable more blacks to enroll. In defiance of South African law, it is housing black students in dormitories on its campus so that they will not have to commute long distances from black townships every day. And it is trying to recruit more black professors.

But Dali Mpofu and Thandi Gqubule often feel isolated at the university—sometimes, indeed, "invisible." No matter how well-intentioned, this is still a white-dominated institution in a white-dominated society in which 80 per cent of the people are black.

The two refuse to take part in social events, or in the student government, or even in athletic competition. They refuse to lead the life of "normal" university students in a society they find to be racist and abnormal.

On the campus they mix mostly with other black students, who share their feelings of ambivalence at being here: The ivy-covered walls of the university are not only far removed from the corrugated-tin shacks of the black townships; they are intellectually isolated, as well.

Yes, they have heard of the anti-apartheid activities on U.S. campuses, of the efforts of American students and faculty members to persuade their institutions to sell off their stock in companies doing business in South Africa. But to them the United States is personified by President Reagan, whose policy of "constructive engagement" toward their

Continued on Following Page

To produce this special report on higher education under apartheid, two editors of The Chronicle, Malcolm G. Scully and Paul Desruisseaux, in collaboration with this paper's Cape Town correspondent, Helen Zille, traveled throughout South Africa, visiting 10 university campuses and interviewing more than 150 people.

Senate Votes 93-1 to Increase Aid to Students

But many would find it more difficult to qualify

By ROBIN WILSON

WASHINGTON

The Senate voted 93 to 1 last week to authorize more federal aid for college students over the next five years. But the legislation would make it harder for students to qualify.

The only No vote on the Senate bill was cast by Sen. Jesse A. Helms, Republican of North Carolina.

The bill would extend the Higher Education Act of 1965—the basic law authorizing dozens of programs that aid students and colleges—through fiscal 1991.

The spending ceiling for those programs would be $9.5-billion in fiscal 1987. That is $856-million more than the government is spending this year but $1.5-billion less than the limit in the House of Representatives' version of the bill.

A House-Senate conference committee will begin meeting later this month to resolve differences between the two bills. The legislation authorizes programs, but it does not actually appropriate any money for them. That is done separately in annual appropriations bills.

In passing the bill, the Senate rejected President Reagan's proposals for major re-

Continued on Page 33, Column 1

A comparison of the House and Senate higher-education bills and a list of key Senate roll calls appear on Page 32.

Football Powers Endorse Reforms in Recruiting

By CHARLES S. FARRELL

DALLAS

The College Football Association last week overwhelmingly endorsed a total ban on the recruiting of athletes by boosters and a drastic reduction in the amount of time coaches can spend recruiting off campus.

The association, which comprises 63 major football powers, also backed a proposal to change the number of football scholarships that universities may award. The plan would reduce the number of scholarships that may be given in any one year from 30 to 25, but raise the total number of players who can have a scholarship at any one time from 95 to 100.

All three proposed rule changes will be presented to the National Collegiate Athletic Association at its annual convention next January in San Diego. Observers here said that strong support from the C.F.A., especially from its football coaches, made it likely that all three would be adopted.

Several coaches hailed the moves as po-

Continued on Page 49, Column 1

BEST AVAILABLE COPY

MARGINALIA

We've received the following official announcement from California State University at Dominguez Hills:

"The new 1986-87 calendar year . . . will see the fall semester begin near Labor Day and end before Christmas. The spring term will begin in late June and end before Memorial Day."

Let's hope so.

▪

From a flyer distributed by the LBJ Student Center at Southwest Texas State University:

"Thought for the day: 'Seek with heartfelt diligence, and you shall reek the rewards of triumph.' "

"The smell of success?" wonders an anonymous contributor.

▪

A handbook at Vincennes University directs, "Outgoing mail should be placed in an unauthorized distribution center for normal pick-up procedures."

▪

The long shadow of the U.S. government:

"In case of a shortage of student assistants next year due to the Gramm Rudman, I am considering a move of Charlene's desk to the opposite wall where the copy machine once stood."

—Memorandum from the Frostburg State College library

▪

Notice in *UCF Report*, the University of Central Florida's faculty-staff newspaper:

PARTY CANCELLED

Renee Simpson, chairperson of Staff Council, announced Monday, "Regretfully, the long-planned reception for retirees, scheduled for Wednesday, had to be cancelled. The honorees are unable to attend."

▪

Ad in *LoQuePasa*, the staff newspaper at the University of Arizona:

"PETS (2 FEMALES) FREE! Would like to find good home for puppies. Part poodle (white) part Datsun."

And they'll be happy to live in the garage.

▪

A buck-slip used to circulate this newspaper in the business office at Goshen College bears the request, "PLEASE ROUT."

We *do* that to people.

▪

From the Swarthmore College *Phoenix:*

"Roth emphasizes that the primary security problems on moist college campuses include 'petty theft, disorderly conduct, and occasionally assault.' "

And then there's the mildew, a correspondent notes. —C.G.

In Brief

Antioch U. Will Close Its Law School

The Antioch School of Law in Washington will accept no students for the fall and will close after the students currently enrolled complete their studies, Alan E. Guskin, president of Antioch University, announced last week.

The announcement came after the board of trustees of the University of the District of Columbia reversed an earlier decision and voted not to take over the law school because the cost of acquiring it was too high.

The school, which has been dedicated to public-interest law, faced a series of financial and administrative difficulties over its 14-year history. Last October Mr. Guskin announced he would phase out the school unless it could find major new financial backing. He said he wanted to concentrate the university's limited financial resources on rebuilding the home campus in Yellow Springs, Ohio.

Virginia Military Institute Will Remain All-Male

Virginia Military Institute, a state-supported institution with about 1,350 male students, has decided not to admit women.

Its governing board concluded that since few women would ever apply to the institute, their chances of successful integration would be low.

An official at the 146-year-old institute said no woman had ever applied for admission and no legal challenge had ever been made.

A committee that studied the issue last year found that the U.S. service academies had had to recruit vigorously to attract a limited number of woman applicants, he said.

"We feel that if they have to go to that extent, where they pay them to go to school, we'd have very few female applicants to V.M.I.," he said.

Unless at least 10 per cent of the student body was female, he said, "it wouldn't be fair to the few who came."

Stanford to Pay Legal Fees in Search-Committee Suits

Stanford University will pay the costs of defending lawsuits and any court judgments against faculty members in connection with their service on professional search committees.

"The university considers such service to be part of a faculty member's job and, if performed in a reasonable and professional manner, to be the act of the university," said James Rosse, provost, at a faculty-senate meeting.

He made the statement after Norman Davies, a visiting professor from Britain's Oxford University, filed a $3-million defamation suit against Harold Kahn, a professor of history, and 30 unnamed people. Mr. Davies had been rejected for appointment to an endowed professorship at Stanford.

Student Pleads Guilty in Bribery Attempt

A fraternity president at the University of Colorado at Boulder has pleaded guilty to charges that he tried to bribe a professor into giving him a passing grade.

Brian J. Rice, a junior economics major, was charged with slipping an envelope under the office door of Donald Waldman, a professor of statistics, after taking the final exam. The envelope contained $500 and a note asking Mr. Waldman to grant Mr. Rice the grade.

A Boulder judge said the possible two-year sentence would be deferred as long as Mr. Rice did 60 hours of community service, sought mental-health treatment, and stayed out of trouble with the law, according to a university spokesman.

Mr. Rice will appear before a university committee on academic ethics to determine whether he may remain at the university, the spokesman said.

34 INJURED IN MICHIGAN STATE FIRE

LANSING STATE JOURNAL

EAST LANSING, MICH.

Arson may have been responsible for a pre-dawn fire that injured 34 students on the top floor of a six-story dormitory at Michigan State University.

The 600 residents of East Holmes Hall were evacuated when the fire broke out.

The injured students were treated for burns and smoke inhalation. Five were hospitalized.

East Lansing Fire Department officials were still looking into the cause of the hallway fire last week *(above)*, but a Michigan State spokesman said investigators suspected that it had been deliberately set.

The fire was mostly confined to a hallway, but 28 rooms suffered smoke damage, the spokesman said. The blaze caused about $30,000 in damage.

College Pays Student $10,000 After Assault Complaint

A student at Westfield State College was paid $10,000 from college funds after his family complained that he had been sexually assaulted by an administrator at the college.

According to a report in the Boston *Globe*, the student was given a $10,000 check drawn on a college trust fund to settle "a controversy as to the quality and overall effect of [the student's] educational experience at Westfield State College."

In exchange for the money, the student and his parents agreed not to sue the college and to keep the transaction confidential, the newspaper reported. The students' parents had taken their complaint to the Massachusetts Board of Regents of Higher Education, and the student said he had picked up the check at the regents' office in Boston.

Neither the student nor the senior official were named.

Charles Hapcook, chairman of the Westfield board of trustees, said the payment had nothing to do with the alleged sexual assault and had been made for academic reasons.

Number of Colleges and Universities by Enrollment in Fall 1984

	Universities	Other 4-year	2-year	Total
Private institutions	**62**	**1,388**	**356**	**1,806**
Under 200	0	256	70	326
200 to 499	0	233	128	361
500 to 999	0	315	101	416
1,000 to 2,499	0	404	48	452
2,500 to 4,999	6	126	5	137
5,000 to 9,999	24	48	3	75
10,000 to 19,999	25	6	0	31
20,000 to 29,999	4	0	1	5
30,000 or more	3	0	0	3
Public institutions	**94**	**472**	**925**	**1,491**
Under 200	0	0	3	3
200 to 499	0	8	28	36
500 to 999	0	30	91	121
1,000 to 2,499	0	92	310	402
2,500 to 4,999	0	112	218	330
5,000 to 9,999	9	121	164	294
10,000 to 19,999	32	93	86	211
20,000 to 29,999	30	14	21	65
30,000 or more	23	2	4	29
Public and private	**156**	**1,860**	**1,281**	**3,297**
Under 200	0	256	73	329
200 to 499	0	241	156	397
500 to 999	0	345	192	537
1,000 to 2,499	0	496	358	854
2,500 to 4,999	6	238	223	467
5,000 to 9,999	33	169	167	369
10,000 to 19,999	57	99	86	242
20,000 to 29,999	34	14	22	70
30,000 or more	26	2	4	32

SOURCE: DEPARTMENT OF EDUCATION

Berkeley Pact Ends Dispute over Students' Job Titles

The University of California at Berkeley and the Association of Graduate Student Employees have settled a dispute over job titles for about 2,500 graduate students who teach on campus.

The agreement was reached after graduate students filed unfair-labor-practice charges with the state's Public Employment Relations Board, contending that the university had unilaterally changed their teaching titles to try to halt a unionization effort.

Last summer the university announced that students would be classified as "graduate student instructors." In the settlement, Berkeley agreed to recognize once again the titles of teaching assistant, teaching associate, acting instructor, and research assistant.

The graduate-student association feared that the new titles would render their organizing efforts moot, since the group had filed to bargain for students under the original job titles.

The state's public-employment board still must decide whether Berkeley's graduate students are employees and thus can bargain collectively.

Cal. Voters Reject 2 Moves to Bar Sale of Lab Animals

Two local ballot measures in California that would have prohibited pounds from selling animals to research laboratories were defeated last week.

The measures, in the city of San Bernardino and Mendocino County, were strongly opposed by university researchers, who said passage would have cut off important supplies of animals for medical research.

Gallaudet to Admit Students with Normal Hearing

Gallaudet College, whose undergraduate program has been limited to deaf students since its founding in 1864, will begin admitting students with normal hearing this fall.

The move was part of a plan for improving the college's quality and broadening its constituencies, a spokesman said. The plan also calls for Gallaudet to help

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News Summary

Articles on inside pages

Southern Baptist leaders last week defended their efforts to force the denomination's seminaries to reflect fundamentalist tenets. Story on Page 3.

Non-profit groups should be required to prove that their reduced-rate mailings are closely related to their missions, the U.S. Postal Rate Commission said. Story on Page 9.

More than 1,100 college graduates have spent a year abroad traveling and studying on their own as part of the Thomas J. Watson Fellowship Program. Story on Page 23.

A handful of colleges offer grants to enable students to pursue academically relevant summer projects. Story on Page 23.

Favorable mention in a guide to colleges or a high ranking in a national magazine survey can cause applications to increase dramatically. Story on Page 23.

A jury in New Orleans has acquitted John (Hot Rod) Williams, a former basketball star at Tulane University, of five gambling-related charges. Story on Page 26.

Nature has been generous to Seattle, giving it a setting of blue water and white-capped mountains. And EXPO 86, Vancouver's World Exposition, is only a three-hour drive away. A guide to the area for academic visitors begins on Page 16.

France's new government has put forward a package of higher-education reforms that are much less radical than those its candidates proposed in March. Story on Page 27.

The vice-chancellor of India's Calcutta University has been barred from his campus by angry employees. Story on Page 27.

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Funds for Unreviewed Campus Projects Restored by House-Senate Committee

By COLLEEN CORDES

WASHINGTON

House and Senate negotiators last week agreed to a bill that would award, without competition or merit reviews, about $55.6-million to nine universities. The action came just days after the Senate rejected the idea.

The Senate had voted to delete the projects from a supplemental spending bill for fiscal 1986 that had been drafted by the Senate Appropriations Committee.

But a House-Senate conference committee, working on a compromise bill last week, decided to include the nine projects even though only two had been in the House version.

Originally, the Senate Appropriations Committee had included an allocation of $25-million for a 10th institution, Arizona State University. But the conference committee did not add it to the compromise bill because of technicalities in Congressional procedures, House aides said.

The compromise bill must still be approved by the House and Senate. Some Senators said they would continue to oppose the nine projects.

Higher-education lobbyists who object to Congressional allotment of research money for specific university projects without either merit reviews or competition had hailed the Senate's vote as a major victory.

They were disappointed by the conference committee's action, and they vowed to continue lobbying against the nine proposed awards.

"What was a bad idea a week ago is still a bad idea today," said Robert M. Rosen-

Continued on Page 12, Column 3

Wave of Detentions Hits Universities in South Africa

CAPE TOWN

University campuses in South Africa's three major cities—Cape Town, Durban, and Johannesburg—have been hit hard by the detentions of students and faculty members since a state of emergency was declared throughout the country on June 12, three days before the 10th anniversary of the Soweto student riots.

Leaders of student governments and of black-student organizations were among the chief targets of the crackdown. In addition, at least six staff members of the South African Committee on Higher Education were detained.

Known as SACHED, the committee has been deeply involved in developing alternatives to the South African government's system of education, which critics view as a form of indoctrination that bolsters apartheid.

Following the detentions, SACHED's national director, John Samuel, issued a strongly worded statement in which he said, "These detentions show now, more than ever before, how the South African state has become even more nakedly repressive." Mr. Samuel added that the cur-

Continued on Page 28, Column 1

The Supreme Court Shuffle

WIDE WORLD

President Reagan's nominees for Chief Justice, William Rehnquist (*left*), and for Associate Justice, Antonin Scalia, have been critical of affirmative action. But experts say any significant shift in the Supreme Court's position on that and other issues of interest to higher education will come slowly. Story on Page 9.

AAUP Censures 2 Colleges, Lifts Sanctions from 3

Talladega and Clark Colleges added to list; total is now 49

By BEVERLY T. WATKINS

WASHINGTON

The American Association of University Professors has censured two institutions for violations of academic freedom and lifted censure from three others.

Censured were Clark College in Georgia and Talladega College in Alabama, both predominantly black institutions.

Removed from the censure list were Laredo Junior College, Troy State University, and Voorhees College.

At the same time, delegates to the A.A.U.P.'s 72nd annual meeting here voted down a proposai to lift censure from the University of Maryland at College Park.

Those actions brought the number of institutions on the censure list down to 49 from last year's all-time high of 50. (The list appears on Page 20).

"This is the first time in my memory that the censure list has shrunk," said Matthew W. Finkin, chairman of the association's Committee A on Academic Freedom and Tenure. "I did not expect to see censure removed from these institutions in my lifetime."

Lack of Due Process Is Cited

Clark and Talladega were censured for terminating the appointments of long-time faculty members without sufficient notice or reason and without due process, in violation of the 1940 Statement of Principles on Academic Freedom and Tenure.

In 1984, Clark dismissed two tenured professors, both of whom had been outspoken critics of the administration, with three-months' notice. In one case, the administration attributed the dismissal to financial exigency, which it was not able to demonstrate to the satisfaction of the A.A.U.P. In the other case, the administra-

Continued on Page 20, Column 1

Beyond Algebra II: States Try to Ease Transition Between School and College

By SCOTT JASCHIK

"I thought I'd just had enough of math," says Cindy Baker. "It was hard to understand and do well in it."

Those feelings are not unusual for a high-school junior.

But when she starts her senior year at Westland High School in Galloway, Ohio, this fall, Cindy will be taking a pre-calculus class, something she didn't think she would do eight months ago, when she considered dropping out of Algebra II.

What changed her mind was a test. The test, offered through Ohio State University, tells students what mathematics courses they need to succeed in their intended majors in college. Cindy wants to study accounting or business management, and she was told she needed to continue mathematics, at least through calculus.

"The test really helped point me in the right direction," Cindy says.

Students like Cindy have gained the attention of more and more state political and education leaders, who are encouraging colleges to spend more time helping high-school students improve their preparation for higher education.

By focusing on the transition from high school to college, the state leaders say, they hope to reduce the number of students who need remedial education in college.

To find the students who need help, college officials are starting new testing programs, sharing more information with high-school teachers and administrators, and joining with high schools to sponsor special programs for students and teachers.

Some states are starting similar programs to help community-college students prepare for transfers to four-year institutions.

Although the programs are all based on the philosophy of involving colleges in secondary education, the states differ widely in their methods:

► In Ohio, the Board of Regents this year expanded two programs to measure the skills of high-school students and give them information on how to improve their chances of success in college.

► In New Jersey, officials at the State Board of Higher Education plan to tell lo-

Continued on Page 13, Column 1

suade either Judge Scalia or Justice Rehnquist, said Mr. Van Alstyne, professor of constitutional law at Duke University.

Mr. Scalia's interpretations of the First Amendment would also probably allow for more government assistance to religious institutions, Mr. Van Alstyne added.

Mark G. Yudof, dean of the law school at the University of Texas at Austin, agreed that Mr. Scalia is "thought to have a narrow view of the First Amendment."

But Mr. Yudof said faculty members should not become overly concerned about the nominations. "Judge Scalia did teach at a university, and I think he would be sensitive to academic freedom," he said.

"I think we academics tend to overestimate the degree to which academic freedom has been established as a First Amendment right," Mr. Yudof added. "There's not a long track record of the Supreme Court ruling that, with or without these changes.

"Justice Rehnquist, because of his basic, limiting approach on these issues, would probably have difficulty seeing academic freedom as a First Amendment issue."

Last year, the New York *Times* columnist William Safire called Judge Scalia "the worst enemy of free speech in America today." Mr. Safire cited the judge's criticisms of the Freedom of Information Act and lack of support for journalists in libel cases.

Dissent in Ollman Case

In one of the cases cited by Mr. Safire, Judge Scalia dissented from a Court of Appeals decision to deny a professor the right to sue the syndicated columnists Rowland Evans and Robert Novak for libel. The professor, Bertell Ollman, contended that he was denied the chairmanship of the University of Maryland's political science department because of a column that said he had "no status within the profession."

The majority ruling in the case held that the column was protected because it was opinion. Judge Scalia, in his dissent, called the comment on Mr. Ollman "a classic and coolly crafted libel."

In addition to teaching at Chicago, Judge Scalia taught at the University of Virginia and Stanford University. He holds a bachelor's degree from Georgetown University and a law degree from Harvard University.

Justice Rehnquist was named to the Court in 1971 by President Nixon. From 1969 until then, he had served as a U.S. Assistant Attorney General. He holds undergraduate and law degrees from Stanford University.

High Court Says Rights Laws Apply to Sexual Harassment

WASHINGTON

The Supreme Court ruled unanimously last week that federal civil-rights laws were designed to protect employees from sexual harassment at work.

The ruling was the first Supreme Court decision to deal with complaints of sexual harassment. As a result, it is expected to have a significant effect on trial courts that hear such cases.

The Court's ruling stemmed from a lawsuit involving a bank employee, Mechelle Vinson, who filed a sex-discrimination complaint against Meritor Savings Bank, which is located here. Ms. Vinson said her supervisor had made sexual advances toward her, but he denied the charges and told a lower court that Ms. Vinson had frequently dressed in provocative clothing and suffered from bizarre sexual fantasies.

In the opinion issued last week, the Court said that judges may take into account an employee's behavior, such as provocative speech and dress. But it said that such actions, considered in isolation, were not a satisfactory defense against a claim of sexual harassment. As long as the sexual advances of her boss were unwelcome, the Court said, Ms. Vinson had a valid claim that she was forced to work in a "hostile environment."

The opinion also said that employers could not be held liable in all instances of proven sexual harassment. But, it said, an employer's lack of knowledge about sexual misconduct "does not necessarily insulate that employer from liability."

Associate Justice William H. Rehnquist, who last week was nominated by President Reagan to become Chief Justice, wrote the opinion. The case is known as *Meritor Savings Bank* v. *Vinson* (Case No. 84-1979).

In other actions affecting colleges, the Court last week:

► Ruled unanimously that state and local governments may not withdraw their employees from the federal Social Security system.

Fearing that the Social Security fund would be drained of billions of dollars, Congress passed a law that barred state and local governments from pulling out of the system.

But California officials said they had an agreement with the federal government that gave the state freedom to leave the Social Security system at will and that the law was unconstitutional.

The Supreme Court disagreed. In an opinion written by Associate Justice Lewis F. Powell, the Court said the law was "simply part of a regulatory program over which Congress retained authority to amend in the exercise of its power to provide for the general welfare."

The case is known as *Bowen, Secretary of Health and Human Services* v. *Public Agencies Opposed to Social Security Entrapment* (Case No. 85-521).

► Refused to consider a case involving Temple University's efforts to obtain a federal tax refund on behalf of many of its employees.

The university contended that employees who contributed to a tax-deferred annuity plan through a salary-reduction arrangement should not be required to pay Social Security taxes on the money they had put aside through the plan. It asked the government to return taxes it had collected from several thousand Temple employees since 1979.

The U.S. Court of Appeals for the Third Circuit ruled that the federal government did not owe the Temple employees any back taxes and said the annuity plans were indeed subject to Social Security taxes.

By refusing to consider the Temple case, the Court allowed that decision to stand.

The case is known as *Temple University* v. *United States* (Case No. 85-1401).

—STACY E. PALMER

FACT-FILE

Non-Profit Organizations Get $2.48-Billion in 1985 Defense Contracts, Up 17 Pct. in Year

WASHINGTON

Colleges, universities, and other non-profit organizations received $2.48-billion in Department of Defense contract funds in fiscal 1985. That represents an increase of 17 per cent over the 1984 total of $2.12-billion.

The contracts covered research, development, testing, and evaluation for military projects and also included federal civil water-resource projects. The figures include contracts over $25,000 and exclude funds for training.

Some 320 educational and non-profit organizations were among the 2,330 contractors in fiscal 1985. The table below shows those that had contracts of $500,000 or more.

Contracts to colleges, universities, and other non-profit organizations accounted for 13 per cent of the $18.94-billion the Pentagon spent on research last year. In 1984, such organizations received 12 per cent of the total funds.

The Massachusetts Institute of Technology, the top higher-education contractor, was the 14th leading contractor overall, with contracts of $360-million. The Johns Hopkins University, with $304-million, ranked 18th among all contractors.

	Amount
1. Massachusetts Inst. of Technology	$360,104,000
2. Charles S. Draper Laboratory	305,238,000
3. Johns Hopkins University	304,310,000
4. Aerospace Corporation	291,520,000
5. Mitre Corporation	260,995,000
6. University of California System	58,453,000
7. SRI International	55,727,000
8. IIT Research Institute	45,701,000
9. Institute for Defense Analyses	42,838,000
10. University of Texas System	39,871,000
11. Georgia Tech Research Corporation	35,952,000
12. Stanford University	32,716,000
13. Carnegie Mellon University	29,511,000
14. Rand Corporation	27,252,000
15. University of Southern California	25,891,000
16. Battelle Memorial Institute	25,631,000
17. Pennsylvania State University	24,848,000
18. Hudson Institute	23,498,000
19. University of Dayton	18,743,000
20. University of Washington	17,739,000
21. Analytic Services, Inc.	17,000,000
22. New Mexico State University	15,630,000
23. University of New Mexico	14,887,000
24. Southwest Research Institute	14,342,000
25. Utah State University	13,378,000
26. University of Illinois	11,942,000
27. Woods Hole Oceanographic Institution	11,548,000
28. University of Maryland	11,307,000
29. Trustees of Columbia University	10,874,000
30. Environmental Research Institute of Michigan	9,844,000
31. Logistics Management Institute	8,996,000
32. University of Wisconsin System	8,633,000
33. National Academy of Sciences	8,560,000
34. Cornell University	7,195,000
35. University of Pennsylvania	6,290,000
36. University of Massachusetts	6,141,000
37. University of Michigan	5,994,000
38. California Institute of Technology	5,951,000
39. Human Resources Research Organization	5,678,000
40. Southeastern Center for Electrical Engineering Education	5,576,000
41. University of Florida	5,550,000
42. Yale University	5,507,000
43. Salk Institute	5,463,000
44. Southern Research Institute	5,323,000
45. University of Utah	5,197,000
46. Harvard University	4,637,000
47. Princeton University	4,556,000
48. Battelle-Columbus Laboratories	4,374,000
49. Texas A&M University System	4,366,000
50. Riverside Research Institute	4,213,000
51. Virginia Polytechnic Institute and State University	4,197,000
52. Georgia Institute of Technology	4,088,000
53. Rensselaer Polytechnic Institute	4,051,000
54. Syracuse Research Corporation	3,967,000
55. Purdue University	3,935,000
56. University of Arizona	3,811,000
57. State University of New York and SUNY Research Foundation	3,793,000
58. Ohio State University	3,790,000
59. University of Rochester	3,738,000
60. Trustees of Boston University	3,691,000
61. Research Triangle Institute	3,665,000
62. University of Minnesota	3,601,000
63. Brown University	3,530,000
64. New York University	3,417,000
65. University of Rhode Island	3,413,000
66. University of Miami	3,204,000
67. Wentworth Institute of Technology	3,199,000
68. University of Colorado	3,164,000
69. North Carolina State University	3,162,000
70. University of Pittsburgh	3,143,000
71. Oregon State University	2,808,000
72. New Mexico Institute of Mining and Technology	2,716,000
73. University of Iowa	2,676,000
74. Georgetown University	2,545,000
75. Case Western Reserve University	2,542,000
76. Northeastern University	$2,476,000
77. Arizona State University	2,461,000
78. Oklahoma State University	2,443,000
79. Emmanuel College	2,436,000
80. Polytechnic Institute of New York	2,413,000
81. University of Hawaii	2,329,000
82. Northwestern University	2,268,000
83. Mayo Foundation	2,128,000
84. Michigan State University	2,07[illegible],000
85. University of North Carolina	1,999,000
86. Auburn University	1,972,000
87. Lehigh University	1,962,000
88. Duke University	1,929,000
89. Syracuse University	1,922,000
90. La Jolla Institute	1,880,000
91. University of Alabama	1,715,000
92. Florida State University	1,562,000
93. Rutgers University	1,467,000
94. American Society for Engineering Education	1,361,000
95. University of Connecticut Foundation	1,346,000
96. Drexel University	1,329,000
96. Wright State University	1,329,000
98. George Washington University	1,328,000
99. University of Kansas	1,309,000
100. Palisades Institute for Research Services	1,269,000
101. Michigan Technological University	1,239,000
102. University of Denver	1,237,000
103. Colorado State University	1,223,000
104. Dartmouth College	1,152,000
105. Stevens Institute of Technology	1,142,000
106. Louisiana State University System	1,136,000
107. University of Missouri	1,054,000
108. Trustees of Boston College	1,048,000
109. University of Tennessee	1,046,000
110. Armour Pharmaceutical Company	1,045,000
111. City University of New York	1,034,000
111. Howard University	1,034,000
113. University of Virginia	1,028,000
114. Clemson University	1,025,000
115. Clarkson University	987,000
116. University of Houston System	981,000
117. University of Delaware	962,000
118. University of Georgia	955,000
119. Washington State University	935,000
120. Wayne State University	913,000
121. Iowa State University	891,000
122. University of Cincinnati	847,000
122. Colorado School of Mines	847,000
124. San Diego State University Foundation	837,000
125. Virginia Commonwealth University	789,000
126. Brigham Young University	785,000
126. University of Oklahoma	785,000
128. North Texas State University	781,000
129. University of Nebraska	779,000
130. Catholic University of America	770,000
131. Mississippi State University	747,000
132. Indiana University Foundation	733,000
133. Vanderbilt University	732,000
134. Midwest Research Institute	720,000
135. Illinois Institute of Technology	718,000
136. University of Notre Dame	697,000
137. University of Oregon	694,000
138. University of Chicago	678,000
139. Agouron Institute	670,000
140. Applied Research Laboratories Inc.	663,000
141. University of Lowell	650,000
142. Rice University	619,000
143. University of Mississippi	603,000
144. Consortium of Universities (D.C.)	580,000
145. Research Institute of Colorado	576,000
146. Texas Tech University	572,000
147. University of Denver	561,000
148. Kansas State University	560,000
149. Oakland University	548,000
150. George Mason University	544,000
151. Washington University (Mo.)	537,000
152. Atlanta University	500,000

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News Summary

Articles on inside pages

Lynne V. Cheney, the new head of the National Endowment for the Humanities, will be watched closely by academics. Story on Page 3.

President Reagan has approved a federal blueprint for regulating biotechnology. Story on Page 5.

No money for colleges and students is included in an education appropriations bill, but the subcommittee that approved it says that's just a technicality. Story on Page 9.

An opinion issued by the Justice Department limits the ability of people with AIDS to seek protection from discrimination by federally supported institutions. Story on Page 9.

Congress has voted to give more than $55.6-million to nine universities for research projects that had not been subject to review. Story on Page 11.

Stanford University has asked T.I.A.A.-C.R.E.F. to permit Stanford employees who participate in those pension programs to transfer funds to other plans. Story on Page 16.

The death of Len Bias, a star basketball player at the University of Maryland, has raised questions about possible drug use by members of the team. Story on Page 17.

Eight research universities in the East and Midwest have announced the formation of a new athletic conference. Story on Page 17.

Tensions between Chinese students and Africans studying in China have escalated into a full-blown diplomatic incident. Story on Page 19.

Law professors at Tel Aviv University are drafting a constitution for their country. Story on Page 19.

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POPULARITY MAY BE GROWING

Selective Colleges' Use of SAT Is Unshaken by Controversies

By **ROBERT L. JACOBSON**

WAKEFIELD, MASS.

In the face of persistent claims that it is unfair and unnecessary, the widely used Scholastic Aptitude Test seems to be as entrenched as ever in the admissions processes of selective colleges and universities.

The test may even be entering a period of growing popularity, says George H. Hanford, president of the College Board, as politically inspired calls for reform in higher education spur many public universities to become more selective.

But while hundreds of institutions continue to use S.A.T. scores of verbal and mathematical abilities—along with high-school transcripts and other criteria—in deciding who should be admitted to their freshman classes, a recent College Board colloquium here also showed that many admissions officers are eager to explore new methods of evaluation and assessment.

One reason is the continuing charge, often disputed, that the S.A.T. is biased against students from minority groups. Reports of declining admissions of blacks and other minorities at major institutions, as well as intense concerns about the academic performance of such students, are adding some striking new dimensions to the debate.

Still, the discussions here made clear, most admissions officers have no intention of scrapping the multiple-choice Scholastic Aptitude Test, now 60 years old. They are convinced that it offers at

Continued on Page 8, Column 1

College Tax Breaks Retained as Senate Passes Reform Bill

Lobbyists foresee tough fight in conference with House

By **STACY E. PALMER**

WASHINGTON

The tax-reform measure passed overwhelmingly by the Senate last week would continue many of the breaks that benefit colleges and universities, even as it seeks to overhaul the federal tax system.

With passage of the Senate bill, it has become virtually certain that some revision of the tax code will be enacted. College officials are braced for many more tough battles in the weeks ahead, however, as a House-Senate conference committee begins work this month on a compromise.

The House and Senate tax-reform bills differ dramatically in their treatment of issues affecting colleges.

The Senate bill would allow colleges to continue to use an unlimited amount of tax-free bonds to finance building projects and would retain the tax-free status of most tuition benefits and scholarships. It would also allow college workers to continue to make generous contributions annually to a special type of tax-deferred annuity plan for employees of non-profit organizations.

House Bill Called Devastating

In comparison, the bill passed by the House last year contains several provisions that college leaders have said would devastate higher education.

It would severely restrict the use of tax-free bonds by private colleges and levy taxes on the portion of scholarship aid not used to cover tuition. It would also limit how much retirement savings college workers could set aside to postpone tax payments and would require colleges to offer comparable retirement benefits to all

Continued on Page 12, Column 1

States Are Urged to Consider Sale of Hospitals and to Push for Changes in Medical Curricula

By **SCOTT JASCHIK**

BOCA RATON, FLA.

States should consider the sale of teaching hospitals, oppose efforts to require higher degrees for entry into some health professions, and push medical schools to revise their curricula, said a report released here last week.

The report, prepared by a commission of the Southern Regional Education Board, said such steps are needed to cope with the rising cost of medical education and changing health-care needs. The commission said governors and state legislators should:

► Consider selling public teaching hospitals to private groups or signing contracts with other organizations to manage the hospitals.

► Raise more revenue for teaching hospitals, either through taxes on hospital admissions or by allocating a greater share of general state funds.

► Require that private hospitals, including those not affiliated with medical schools, increase their services to poor patients to relieve some of the burden on teaching hospitals.

► Oppose moves by organizations of medical professionals to raise the minimum-degree requirements for entry into their professions.

► Encourage medical schools to change their courses to shift emphasis from curing illness to preventing illness.

► Find ways to improve the quality of

Continued on Page 10, Column 1

Campus-Written Software May Herald New Chapter in Computer Revolution

By **JUDITH AXLER TURNER**

Faculty members are now writing computer programs that experts say could change the ways professors teach and students learn—thereby fulfilling one of the technological revolution's most beguiling promises.

But such software is difficult to find, difficult to acquire, and difficult to incorporate into the curriculum—due either to a lack of appropriate or sufficient hardware or to insufficient information about how to use it.

All that may be about to change:

► Computer companies that once put money and energy into encouraging the development of software are now looking as well at ways to encourage its dissemination.

► College administrators, who have come to realize that it is not possible for all software for their classrooms to be written on their own campuses, are setting up programs that encourage faculty members to find and acquire good software elsewhere.

► Professors who write software for their own courses are becoming less wary about sharing the programs with others, both because users are more sophisticated and more able to correct minor errors themselves and because the quality of the software has improved.

Given those new attitudes, the development of good, useful programs could bring with it a campus computer explosion to rival that of the arrival of inexpensive microcomputers.

•

When the microcomputer revolution hit the campuses in 1982, excitement was high about how the machines would revolutionize education. "It was all hype preceding the real substance," says James F. Hoburg, a professor of electrical and computer engineering at Carnegie Mellon University. "Only now are people beginning to get a sense of how computers can be used to help education."

At first, instructional programs were turned out by the dozen by computer manufacturers desperate to find higher-education markets other than word processing, and by professors enthralled with their new toy. Many of them presented screen after screen of text and diagrams—much of it flashing, moving, and even in color. Many people dismissed the software—and the computers—as "electronic page turning."

Software developers made other errors in their efforts to find an educational niche

Continued on Page 14, Column 1

As SAT Endures, New Testing Methods Are Sought

Continued from Page 1

least a slightly better clue than high-school grades alone as to how well prospective students are likely to perform academically in their first year of college.

In addition, admissions officers are frustrated by doubts about the reliability of high-school grading practices and by the long-standing problem of trying to compare the grades and class ranks of applicants from different high schools.

Nevertheless, the officials are becoming increasingly receptive to calls for more and better devices for selecting and advising students. And admissions directors are openly troubled by reports that, contrary to the advice of the College Board, which sponsors the S.A.T., some institutions use strict cutoff scores to screen applicants—and that, even when they don't, many students still think they do.

"S.A.T.'s have taken on a life of their own," said Natalie Aharonian, admissions director at Wellesley College. She urged colleges to "restore perspective" to admissions by making certain that their decisions on applicants were not based on test scores alone.

"I don't think tests are the real villains in this process," said Richard G. Cashwell, admissions director at the University of North Carolina at Chapel Hill. "We have to look at ourselves as being the villains. We don't use the tests properly."

Participants at the colloquium agreed that many colleges were failing to explain adequately to high-school students and their parents how factors other than test scores influenced admissions decisions. That failure, they said, coupled with a growing tendency among public officials and educators to use test results to judge the quality of schools and colleges, was contributing to an exaggerated view of the S.A.T.'s role.

Some participants noted that reports of average S.A.T. scores of students enrolled at particular colleges can lead students to decide, often in error, not to apply.

Then there are the concerns about the test's effect on students from minority groups—notably blacks and Hispanics, whose scores have been averaging about 100 points below those of whites on the S.A.T. scale of 200 to 800. Although many admissions officers and testing experts dispute the charges of test bias, that is far from a universal view.

"Bias is only one of many possible explanations" for the score differences among groups, wrote Robert L. Linn, professor of educational psychology and of psychology at the University of Illinois at Urbana-Champaign, in one of 20 background papers for the meeting. "It is at least as plausible that the scores reflect differences in educational experiences in and out of school," he said.

'Larger Implications' of Bias

William E. Sedlacek, director of testing, research, and data processing at the University of Maryland at College Park, argued that "much of the work we do in measurement has become so esoteric and so molecular that we tend to forget, or perhaps never think of, the larger implications of the bias issue."

"If the results from a given test produce negative outcomes for a person because that person is identified with a certain group, we have test bias," he said. But he said it was more important to look at general aspects of discrimination in society.

Many researchers who have good technical skills have not acquired "even a rudimentary appreciation of cultural variables, let alone how to measure them," Mr. Sedlacek said. That has resulted in a dearth of high-quality studies on minorities in higher education, he said.

He maintained that the practice of basing the S.A.T.'s validity on freshman grades discriminated against minority students because their performance often does not "stabilize" by the first year of college.

Noting that minority students drop out of college at a higher rate than whites, Mr. Sedlacek and other participants here cautioned that such students could be hurt not only by tests that underestimated their academic potential, but also by "overprediction" of their academic success on the basis of test scores.

Mr. Sedlacek suggested that how colleges "come across" to minority-group applicants was critical to their self-image and could hurt their academic performance. They are likely to be alienated, he said, if the message is, "We'll let you in, but you're not as good" as other students.

Effect of 'Performance Gap'

A related issue is whether blacks and other minority-group students with relatively low test scores benefit when selective institutions use special criteria to admit them.

Glenn C. Loury, professor of political economy at Harvard University, challenged those policies in a speech to the colloquium's opening session.

"There can be little doubt that today being a member of a disadvantaged minority group improves, rather than retards, the chances of being admitted at the most competitive institutions," he said. But "all is not well in post-civil-rights academe," he said, and the lower grades and higher attrition rates of blacks and Hispanics raise "questions of exquisite sensitivity."

"Put directly," said Mr. Loury, who is black, "the legitimacy of the now two-decades-old effort to diversify the student population at America's leading institutions is undermined by this performance gap."

T. CHARLES ERICKSON, YALE U.

Robert J. Sternberg: "Since we never take the kids with the lower scores, we never know how well they're going to do."

Saying he was "unconvinced" that the gap was rooted in institutional racism in academe, Mr. Loury argued that the key problem was "the significant difference in the quality of primary and secondary academic preparation between groups, and not the testing-instrument messenger that informs us of that reality."

"We are moving," he declared, "from an era when denial of opportunities to minorities was the central and straightforward problem to one in which the difficulty is that of assuring that minorities will be able to take advantage of the substantially equal opportunities that are coming to exist."

But Ronald T. Vera, associate scholar at the Tomás Rivera Center at the Claremont Graduate School, said he was most interested in how minority enrollments in higher education could be increased.

Acknowledging that admissions officers faced difficult choices, he said the need was for "measures that accurately reflect an individual student's performance and give him the opportunity to succeed, rather than excluding him from a particular college."

New Measures of Intelligence

The colloquium's participants, about 100 people invited by the College Board, included representatives of about 40 colleges and universities—most of them selective private institutions—and 10 school districts or schools, among other educators. They showed keen interest in discussions of "new developments" in evaluating intelligence.

One speaker was Robert J. Sternberg, professor of psychology and education at Yale University, who is creating unusual tests based on his theory that intelligence involves a lot more than the analytical abilities that traditional tests seek to measure.

He described his tests, which are expected to be published in 1989 by the Psychological Corporation, as focusing more on such qualities as creativity and the ability to come up with or synthesize ideas, and on how people acquire knowledge and learn to solve problems.

"We can do better" than rely on traditional intelligence tests, Mr. Sternberg said. He called the S.A.T. "a good predictor of a fairly narrow range of intellectual skills," but one that may fail to identify people who have other mental capacities important to success.

Tests need "more emphasis on learning how to think" than on content, he said in an interview, because some students who get low S.A.T. scores might be worthy of admission to a college on other grounds.

"Their academic smarts may not be that high," he said, "but they know what they're good at and how to make the most of it." Such people may have certain interpersonal skills or "social smarts" that the S.A.T. does not measure, he added.

Besides, "since we never take the kids with the lower scores, we never know how well they're going to do," Mr. Sternberg said.

As an example of what he would add to standardized intelligence tests, Mr. Sternberg pointed to measures of the processes that people use to plan, monitor, and evaluate their own efforts to solve problems.

Some people may do well on tests like the S.A.T. because the problems are posed for them. But the same people may not be all that capable of knowing when to spend time on a given problem, or even whether a problem exists, Mr. Sternberg said.

Howard E. Gardner, senior research associate at the Harvard Graduate School of Education, said standardized testing "may have been a great mistake as far as exploiting the intellectual resources of our society is concerned."

Mr. Gardner, who advocates reliance on student "portfolios" in college admissions, said that if the current tests did not exist and could not be devised, "we would find ourselves returning to more naturalistic, on-site means of assessment"—apprenticeships, performance measures, and simulations.

"We psychologists should spend less time ranking people and more time trying to help them," he said.

With portfolios, he said, college applicants could provide information about long-term projects in which they had been involved. They could show what they had produced, explain why they liked certain works by others, and make observations about their own "patterns of growth, aspirations, areas of difficulty, and the like."

Such material, combined with high-school ranks, would be as good as the S.A.T. in predicting early success in college and "much better" than the test in predicting success in life generally, Mr. Gardner asserted.

He has devised a "theory of multiple intelligences" in which people's abilities are put in various non-traditional categories, such as musical skills, "bodily-kinesthetic" qualities like those commonly observed in athletes or surgeons, and interpersonal or intrapersonal skills—including a person's "access" to his own range of emotions as "as a means of understanding and guiding" his behavior.

Describing himself as an occasional critic of the Educational Testing Service, which develops and administers the S.A.T. for the College Board, Mr. Gardner said that "whatever utility the S.A.T. and standardized testing may have in certain areas of the curriculum, it's not particularly appropriate or adequate in the arts and humanities."

Mr. Hanford, who is planning to retire as president of the College Board within the next year, said after the colloquium that the organization was interested in new assessments that went beyond the S.A.T., but he stressed that they would "have to be in addition" to the test's measures of verbal and mathematical abilities.

He said the test itself was unlikely to be abandoned because "the ability to deal with words and numbers is basic to success in academic programs."

Assessment of Learning Backed, but Misuse Feared, Survey Finds

While most chief academic officers favor new methods of assessing student learning, they fear that assessment reports will be misused by outside agencies, according to preliminary results of a survey released this week by the American Council on Education.

Although assessment has been promoted by state leaders and national commissions as a way to improve higher education, the A.C.E. survey provides the first detailed campus perspective on the topic.

Those surveyed indicated that developing assessment methods that go beyond the basics of compiling rates of retention, graduation, and job-placement and information on courses completed would be costly and would require experimentation.

Nearly two-thirds said they had no clear sense of what to evaluate, although they favored measuring broadly defined abilities, such as critical thinking and quantitative problem solving.

Other survey findings will be published next month by the council.

What chief academic officers think about student assessment

Attitudes	Agree	Disagree
College leaders favor assessment	75%	5%
Most faculty members support assessment	58%	12%
Developing assessment measures will require much experimentation	54%	27%
Using nationally standardized tests for assessment may distort the educational process	38%	35%
Assessment should focus on broadly defined outcomes and competencies	67%	14%
Assessment should be closely tied to instructional improvement	91%	1%
Assessment should include substantial feedback to students	85%	4%
Assessment should be linked to analyses of institutional effectiveness	88%	2%
Assessment should be linked to planning and budgeting	79%	5%
All colleges should publish evidence of their effectiveness	42%	20%
For accreditation, colleges should show evidence of institutional effectiveness	64%	14%
States should require colleges to show evidence of institutional effectiveness	45%	26%
Most campus officials have strong fears about the misuse of assessment by external agencies	66%	16%
Potential obstacles	Major	Minor
No good evaluation instruments exist	19%	38%
Not suited to our curriculum	7%	23%
Most faculty members do not support it	15%	43%
No clear sense of what to evaluate	30%	34%
No funds to develop it	39%	32%
Students would be unhappy	10%	41%
Fears about misuse	13%	47%
Key administrators lack interest	9%	23%
No expertise to develop assessment procedures	12%	32%

Note: Results are based on a survey of 456 chief academic officers conducted in March. The response rate to the survey was 80 per cent. The figures do not total 100 per cent because "uncertain" and "not an obstacle" responses were omitted.

SOURCE: AMERICAN COUNCIL ON EDUCATION

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News Summary

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Steep tuition increases and the uncertain outlook for federal student aid have spurred a rethinking of how families pay for college. Story on Page 23.

The presidency of Ronald J. Temple is viewed as Wayne County Community College's last chance at redemption. Story on Page 3.

The popular magazine *Science 86* has become a casualty of the troubled market in general-interest science periodicals. Story on Page 6.

Colleges hurt by budget cuts made under the Gramm-Rudman-Hollings act could have some of their aid reinstated, but the chances seem slim. Story on Page 11.

Financial-aid officers have serious reservations about the bills to extend the Higher Education Act of 1965. Story on Page 11.

A loss of more than 14,000 members has brought the total membership of the American Association of University Professors to 52,000. Story on Page 19.

The track teams at the University of Texas at El Paso have been severely penalized by the N.C.A.A. for rule violations. Story on Page 35.

The University of Nantes has withdrawn a doctorate awarded for a thesis used to deny the existence of Nazi gas chambers in World War II. Story on Page 37.

Faculty members at South Africa's University of the Witwatersrand have published a study aimed at stimulating negotiations with black organizations. Story on Page 37.

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'A REVOLUTIONARY CHANGE'

Teacher Unions Give Qualified Backing to Carnegie Proposals on School Reform

N.E.A.
Mary H. Futrell of the N.E.A.

A blueprint for school reform released two months ago by the Carnegie Forum on Education and the Economy received a generally positive reception at the annual meetings of the nation's two main teachers' unions, the National Education Association and the American Federation of Teachers. But both unions are keeping their options open on several of the more controversial issues.

NEA

By ROBERT L. JACOBSON

LOUISVILLE, KY.

The National Education Association served notice at its annual meeting here that, while it favors many recent proposals to improve the schools and the schoolteaching profession, it will not agree to any plan before it has seen the fine print.

That was the dual message behind a vote by the N.E.A.'s representative assembly to support "the concept of a voluntary national certification proc-

Continued on Page 22, Column 1

AFT

By BEVERLY T. WATKINS

CHICAGO

Delegates to the national convention of the American Federation of Teachers (A.F.L.-C.I.O.) overwhelmingly endorsed a report that includes a comprehensive list of recommendations for restructuring the public schools and making teaching a more professional occupation.

The report, "The Revolution that Is Overdue," was developed by a 16-member committee appointed 18

Continued on Page 22, Column 1

A.F.T.
Albert Shanker of the A.F.T.

Professors seek more visibility in NEA. Story on Page 19.

1 in 3 College Students Tries Cocaine, Study Finds; Bennett Urges Presidents to Crack Down on Drugs

Study

By THOMAS J. MEYER

WASHINGTON

Nearly one-third of America's college students try cocaine by the time they graduate, but students' use of marijuana and other illicit drugs has steadily dropped in the past five years, according to a government-sponsored study released here last week.

The study, conducted by the University of Michigan for the National Institute on Drug Abuse, found that 30 per cent of all students had tried cocaine by the end of their fourth college year.

Use of other illegal drugs—including marijuana, methaqualone (or Quaaludes), and amphetamines—fell sharply between 1980 and 1984 and then leveled off.

Typical of Their Age Group

In their use of drugs, college students "are typical of their age group as a whole," according to the report of the study.

"The drug epidemic largely originated on the nation's campuses in the late 1960's, so it is significant to see it recede on those same campuses," said Lloyd Johnson, a professor of social psychology at Michigan and one of the report's authors.

But the researchers noted with some alarm the continuing prevalence of cocaine use among students. Mr. Johnson said cocaine remained popular because the drug was readily available on campuses, and because students underestimated its danger.

Only about one-third of the students who were surveyed said they believed that people who tried cocaine "risk harming themselves."

The study found that among all high-school graduates, the number of those who tried cocaine rose steadily to at least age

Continued on Page 30, Column 1

R-DAY AT WEST POINT

DON HAMERMAN
Officially it's known as "Reception Day." For plebes, what follows is "Beast Barracks." Story on Page 24.

Bennett

WASHINGTON

Secretary of Education William J. Bennett last week called on college presidents to crack down on drug use among students.

Citing the drug-related deaths of young athletes, Mr. Bennett said college officials should adopt tough policies banning drugs on campuses.

In prepared remarks at the Heritage Foundation, a conservative political group, Mr. Bennett said: "Every college president should write his students this summer and tell them this: 'Welcome back for your studies in September; but no drugs on campus. None. Period.' "

'No Parent Would Object'

He added: "Such a policy could in fact be enforced. It should be enforced. And no parent or taxpayer would object if such a policy were announced and carried out."

Mr. Bennett said colleges and universities often took the role of the "moral conscience" of society. "But what of them?" he asked. "Surely when parents send their children to college they have a right to expect the colleges to take some measures to protect their sons and daughters from drugs."

Mr. Bennett later said he might consider withholding federal money from colleges that do not curb drug abuse. A spokesman said the Secretary had no plans for formal action on the issue but would continue to bring it to the attention of college officials.

College Students' Drug Use Down, but 1 in 3 Found Trying Cocaine

Continued from Page 1

27. At that point, nearly 40 per cent had tried the drug. Students showed an increase in use through their four years of college.

Although use of marijuana declined among students, it remained the most popular illegal drug on the campuses, the study found. About 42 per cent of the students said they had used marijuana in the past year, and 3 per cent reported that they used it daily.

Alcohol Use Is Up Slighdy

While the use of most illicit drugs declined significantly, the study found that the use of alcohol among students had risen slightly. In 1985, the last year in which students were surveyed, 92 per cent of college students said they had consumed alcohol in the past year, compared to 90.5 in 1980.

In addition, the study found a significant number of students who reported occasions of heavy drinking. About 45 per cent of all students surveyed said they had consumed five or more drinks in a row during the two weeks prior to the survey. That figure compared to 41 per cent for non-college students in the same age group.

The study also found significant differences between college students and non-students in their use of cigarettes. While only about 14 per cent of the college students said they smoked cigarettes daily, about 24 per cent of all high-school graduates of college age said they smoked every day.

More Women Smoke

College women are more likely to be smokers than college men, the study found. About 18 per cent of the female students—compared to 10 per cent of the males—said they smoked cigarettes every day.

"It appears the tobacco industry's lavish effort to associate smoking with liberation and success among women has paid off—at least for the industry," Mr. Johnson said. "The payoff for young women who bought the message is quite another matter."

Among the other findings of the study:

► Three in four students said they disapproved of people's trying cocaine. About half the students, however, said they had some friends who used it.

► Five per cent of the students said they drank alcohol every day, compared to 6 per cent of their non-student peers. That figure—along with the finding that 45 per cent reported heavy drinking in the two weeks preceding the survey—suggests that college students "are somewhat more likely to confine their drinking to weekends, on which occasions they drink a lot," the report said.

► Use of almost every drug included in the study was found to be more prevalent among male students than among female students. For marijuana, 47 per cent of men—compared to 37 per cent of women—said they had used the drug in the past year. For LSD, the figure was 2.8 per cent compared to 1.8 per cent, and for cocaine, 20 per cent for men compared to 15 per cent for their women peers.

► College students have about average rates for their age group in use of cocaine and methaqualone. In past studies, however, they tended to have below-average rates for both drugs.

► While college students and non-students reported about the same rate of marijuana use, a smaller proportion of the students said they smoked marijuana daily. Of the students, 3.1 per cent reported daily marijuana use; of the non-students, 4.6 per cent did.

The report concludes: "Clearly this nation's high-school students and other young adults still show a level of involvement with illicit drugs which is greater than can be found in any other industrialized nation in the world.

"Even by historical standards in this country, these rates remain extremely high."

Discussing possible strategies to stop the use of illicit drugs among young people, the report's authors suggested: "Prevention programs need to begin at quite a young age if they are to reach youngsters before some 'critical mass' of them have already begun to use drugs, and to proselytize to potential new users."

Studied High-School Seniors

Drug Use Among American High School Students, College Students, and Other Young Adults: National Trends Through 1985 was compiled by researchers at the University of Michigan's Institute for Social Research.

In addition to assembling data on college students, the survey focused on high-school seniors and high-school graduates not in college.

Each year since 1975, about 17,000 seniors at 135 high schools nationwide have been surveyed. In addition, mail surveys are sent to a representative sample of the participants from each graduating class, the researchers said.

While the institute has compiled annual reports on the study since 1976, the statistics for college students and other high-school graduates were included this year for the first time.

Copies of the study report are available at no charge from the National Clearinghouse on Drug Information, P.O. Box 416, Kensington, Md. 20795. The telephone number is (301) 443-6500.

Proportion of College Students Who Took Drugs During the Year

	1980	1981	1982	1983	1984	1985	'84-'85 change
Marijuana	51.2%	51.3%	44.7%	45.2%	40.7%	41.7%	+1.0%
LSD	6.1%	4.6%	6.3%	4.2%	3.7%	2.2%	−1.5%
Cocaine	16.9%	15.9%	17.2%	17.2%	16.4%	17.3%	+0.9%
Heroin	0.4%	0.2%	0.1%	0.0%	0.1%	0.2%	+0.1%
Other opiates[1]	5.1%	4.4%	3.8%	3.8%	3.8%	2.4%	−1.4%
Stimulants[2]	22.4%	22.2%	21.1%	17.3%	15.8%	11.9%	−3.9%
Sedatives[1]	8.3%	7.9%	8.0%	4.5%	3.4%	2.5%	−0.9%
Barbituates[1]	2.9%	2.8%	3.2%	2.2%	1.9%	1.3%	−0.6%
Methaqualone[1]	7.2%	6.5%	6.6%	3.1%	2.5%	1.4%	−1.1%
Tranquilizers[1]	6.9%	4.8%	4.7%	4.6%	3.5%	3.5%	0.0%
Alcohol	90.5%	92.5%	92.2%	91.6%	90.0%	92.0%	+2.0%

[1] Drug use under a doctor's orders not included.
[2] Adjusted, starting with 1982 data, for the inappropriate reporting of non-prescription stimulants.

SOURCE: NATIONAL INSTITUTE ON DRUG ABUSE

No Rubbish: Student Archaeologists at Sweet Briar College Unearth an Indian Village

Continued from Page 23

American Indian village dating back nearly 1,000 years.

Rather than simply getting practice by scavenging through debris on the campus, the students spent most of their Friday afternoons this spring doing the work of real archaeologists—carefully unearthing a wealth of archaeological treasures, including large potsherds, a hearth, tools, and arrowheads.

The site also yielded several clues—such as nutshells, seeds, charcoal, and the post-moldings of a house—about the type of people who had lived in the area.

The unexpected project has benefited both the students—who have gained valuable archaeological experience—and local historians who hoped to investigate the site under tight constraints of money and time.

"What we learned was the real concept of why we do archaeology," says Abigail C. Carter, who just completed her freshman year. "It is to find out the past—not just by looking at books. You have to go back and experience finding things that are old."

In the process of learning the work of archaeologists, the students have uncovered what one Virginia archaeologist calls "a spectacular site," revealing life styles during the Woodlawn Period, when Indians were beginning to settle beside rivers and starting to farm the land.

Sweet Briar's good fortune in finding such a rich site nearby arose amid a time of considerable hardship for this part of Virginia. Heavy rains last November caused the James River to swell to 35 feet over flood level, ravaging the land around it, uprooting trees, carrying away some houses, and eroding topsoil.

A few days after the flooding, a farmer, Woody Morcom, was surveying the damage to his land on the banks of the James River, when he noticed scattered pottery and arrowheads near the river.

He alerted the curator of a local history museum, who told Ms. Chang of the site.

2-Month Crash Course

As a result of the find, Ms. Chang's class turned into a two-month crash course in archaeology techniques. She lectured twice a week, and then, on Fridays, took the students to the dig, where they spent most of the day.

"The subject was interesting anyway, but this was exciting. It made you want to go to class," says Stephanie M. Hall, who recently completed her freshman year.

Ms. Chang, the instructor of the course, says the excavation helped to make students aware of the history of the area. "I don't expect any of them to become archaeologists," she says. "But it made them realize that this was their historical and cultural heritage, and that we should preserve it."

Many students say they were surprised by the slow and arduous pace of the project. "I expected to be digging up bones all the time," says Ms. Hall.

Because they had a limited amount of time, the students worked long hours on the dig—some visiting the site whenever they had free hours.

The 19 students, who composed nearly the entire team on the dig, were joined only by a few Sweet Briar faculty members and other volunteers.

"What is amazing is that this dig had been carried out without any kind of grant," says Ms. Chang. "If my class had not come out, and without structural support from Sweet Briar College, this dig would not have been possible."

The tight time constraints that have limited the students resulted in part from pressure from Mr. Morcom, the farmer who works the land. He had threatened to bulldoze and cultivate the site to receive reimbursement from the federal government for restoring damaged land following the flood.

Ms. Chang secured an extension for Mr. Morcom, however, so that digging could continue through mid-July. Several students stayed on after the end of the academic year to work at the site.

One student undertook an independent-study project to classify and catalogue the specimens collected at the site. The artifacts will later be turned over to a local historical museum.

Students say the dig gave them the chance to learn things they could not have learned in many hours in the classroom.

"This was a great class," says Erica J. Curci, who will be a sophomore in the fall. "It really encouraged me to think about taking up archaeology as a profession."

"It's amazing. You could go out there and see into the past. You could feel what it was really like."

—THOMAS J. MEYER

Hopes, dreams, promises

The failure of students to achieve their educational goals in college is a national tragedy. Whenever a student drops out, the cost is measured in lost human potential.

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News Summary

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Space scientists received a major setback when the National Aeronautics and Space Administration delayed the next shuttle flight until 1988. Story on Page 7.

Critics charge that the Education Department has been doing a sloppy job of reviewing applications for grants. Story on Page 13.

Congress has voted to reinstate $11.7-billion in spending cuts that were invalidated by the Supreme Court. Story on Page 13.

A legal opinion has disputed claims that participants in T.I.A.A.-C.R.E.F. retirement programs are entitled to transfer their money to other plans. Story on Page 19.

A federal jury has awarded $278,000 to a former faculty member at the University of Cincinnati. Story on Page 19.

The division of Auburn University's mathematics department into two units has resulted in bitterness and confusion. Story on Page 19.

College officials welcomed Secretary Bennett's interest in ridding the campuses of drugs, but some called his suggestions "naïve." Story on Page 23.

More and more students are turning to career-counseling offices for advice. Story on Page 23.

The top college fliers each year compete in such events as precision landing and cross-country navigation. Story on Page 36.

A provincial committee has urged the Quebec government to triple university tuition and increase faculty workloads. Story on Page 39.

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Controversial 'Superstring' Theory Captures Physicists' Imagination but Could Prove Impossible to Verify

May provide long-sought explanation of fundamental forces

By KIM McDONALD

THEORETICAL PHYSICISTS, who have been trying for nearly a century to explain all of nature's fundamental forces with a single tidy theory, think they may have finally come up with the ultimate theory of everything.

In the past two years, American, European, and Soviet physicists have made dramatic progress in perfecting mathematical equations that elegantly tie together concepts of space, time, and the forces in the universe. Their work has produced a rather startling and, to some physicists, seemingly convincing new view of nature.

According to their idea, the world is not, at its simplest level, composed of subatomic point-like particles, as scientists have maintained for decades. Instead, it is made up of tiny, one-dimensional elongations of energy called superstrings.

Flitting through the universe like wisps blowing in the wind, superstrings spin, curl, and wiggle in ways that correspond to the properties of the varied subatomic forms of matter. They can be looped or open-ended, squiggly or straight. They may also rotate, vibrate, and interact with one another by joining together or breaking apart.

Although far removed from everyday experience and even from the most powerful probes of experimental physics, the idea that nature at its most fundamental level is composed of superstrings has quickly captured the imagination of physicists around the world.

In recent years, hundreds of papers have been written on some aspect or another of superstring theory. Seminars on the subject now play to packed audiences at scientific meetings and on university campuses.

And in many physics departments, graduate students who not too long ago would have devoted their lives to working on some aspect of the "standard model"—which attempts to explain the interaction of what had been believed to be nature's most fundamental bits of matter, quarks and leptons—are focusing their attention on superstrings instead.

Some scientists, indeed, think superstrings have started something of a revolution in physics, unparalleled since Niels Bohr de-

Continued on Page 8, Column 1

States Called Key to College Gains for Minorities

Federal interest seen waning; many campus efforts stalled

By SCOTT JASCHIK

More and more state officials believe that the number of minority students who enroll in college—and eventually graduate—will not rise as long as the responsibility for helping them is left up to the federal government or individual campuses.

Instead, they say, state governments must develop new recruitment and scholarship programs for students from minority groups and pay more attention to whether the programs run by colleges actually help such students.

"The federal government is withdrawing its support for minority students," says William R. Dyson, a member of the Connecticut House of Representatives. "It decided that the states could do it.

"Whether we like it or not, states have to pick up the slack and start addressing these issues."

Statewide programs for minority-group students are not new. For more than a decade, 19 states under court orders to desegregate their higher-education systems have been submitting plans to federal courts and agencies to show their compliance with anti-discrimination laws.

In recent years, however, many Northern states—which have not had to worry about the threat of court orders—have

Continued on Page 14, Column 1

One-third more Asians were enrolled in U.S. colleges in 1984 than in 1980, according to new government figures. Changes for other minorities: blacks, down 3.3 per cent; Hispanics, up 12.1 per cent; American Indians, down 1.2 per cent; foreign students, up 8.9 per cent. Minority enrollments at more than 3,100 institutions are in a Fact-File beginning on Page 25.

Academics in South Africa Join in Battle Against Curbs on Free Flow of Ideas

By HELEN ZILLE

CAPE TOWN

South African academics are joining forces with publishers, writers, and journalists to resist all restrictions on the free flow of information and ideas in their country.

They have formed the Anti-Censorship Action Committee to oppose scores of South African laws that limit free expression, as well as the government's pervasive use of banning to proscribe publications it considers undesirable.

"The stimulus for joint action was provided by the sweeping censorship provisions introduced under the state of emergency," said Duncan Innes, an author and sociologist at the University of the Witwatersrand. "People involved in writing, publishing, and teaching began to realize what an inhibiting effect the emergency was having. It just got to the point where we felt the time had come to join forces and do something about it."

'People Are Censoring Themselves'

Although writers, publishers, and professors have suffered the effects of censorship for years, the problem was exacerbated by the vague and extremely broad definition of a "subversive statement" contained in the emergency declaration. It could be used to prohibit any criticism of or opposition to government action.

"The result has been that people are censoring themselves for fear of contravening the emergency regulations," said Mr. Innes.

The anti-censorship campaign received a major boost last week when Judge John Didcott of the Supreme Court of Natal province ruled that all or part of five of the six definitions of "subversive statements" in the emergency regulations were void because they were too vague.

Scholars, journalists, and publishers have faced a possible 10-year prison sentence for contravening the emergency restrictions, and the government has been empowered to impose heavy fines, seize copies of publications, and forbid their distribution.

Commenting on the wording of definitions of "subversive statements," Judge Didcott said he had tried in vain to understand the "jumble of words." Whoever

Continued on Page 41, Column 1

FACT–FILE

Racial and Ethnic Makeup of College and University Enrollments

The following tables show colleges' and universities' enrollments of American Indian, Asian, black, Hispanic, and white students, as well as foreign students, in fall 1984 and earlier years.

The figures were collected by the U.S. Department of Education, which gathers such data every two years for its Office for Civil Rights.

The full definitions of the racial and ethnic categories are as follows: American Indian or Alaskan native; Asian or Pacific islander; black, non-Hispanic; Hispanic; and white, non-Hispanic. The figures in those categories cover U.S. citizens and resident aliens. Foreign students include all non-resident aliens, regardless of their racial or ethnic background.

The national figures include students in the 50 states and the District of Columbia, and exclude those in Puerto Rico and other outlying areas.

The national totals are based on enrollment at about 3,300 colleges and universities. Because of underreporting and non-reporting of some data, total enrollments are slightly lower than figures appearing in other government statistical reports.

In the table of enrollment by institution, which omits about 200 colleges for which the government estimated data, the total enrollment is given in the first column and is followed by the percentages of students in each of the six categories. Because of rounding, the figures may not equal 100 per cent.

Enrollment since 1976 and 2-year changes

	1976	1978	1980	1982	1984
American Indian	76,000 —	78,000 +2.6%	84,000 +7.7%	88,000 +4.8%	83,000 −5.7%
Asian	198,000 —	235,000 +18.7%	286,000 +21.7%	351,000 +22.7%	382,000 +8.8%
Black	1,033,000 —	1,054,000 +2.0%	1,107,000 +5.0%	1,101,000 −0.5%	1,070,000 −2.8%
Hispanic	384,000 —	417,000 +8.6%	472,000 +13.2%	519,000 +10.0%	529,000 +1.9%
White	9,076,000 —	9,194,000 +1.3%	9,833,000 +7.0%	9,997,000 +1.7%	9,767,000 −2.3%
Foreign	219,000 —	253,000 +15.5%	305,000 +20.6%	331,000 +8.5%	332,000 +0.3%
All students	10,986,000 —	11,231,000 +2.2%	12,087,000 +7.6%	12,388,000 +2.5%	12,162,000 −1.8%

1984 enrollment by ethnic and racial groups

	American Indian	Asian	Black	Hispanic	White	Foreign
Public	71,642	317,454	841,336	452,514	7,524,802	217,163
Men	32,262	169,568	340,030	213,705	3,542,374	150,563
Women	39,380	147,886	501,306	238,809	3,982,428	66,600
Private	11,030	64,292	228,549	76,272	2,242,043	114,681
Men	4,794	35,974	94,485	37,325	1,125,232	78,076
Women	6,236	28,318	134,064	38,947	1,116,811	36,605
Undergraduate	68,815	301,167	897,165	436,614	7,549,607	197,678
Men	30,842	160,564	368,069	206,337	3,620,973	131,840
Women	37,973	140,603	529,096	230,277	3,928,634	65,838
Graduate	3,634	28,543	52,834	24,402	882,253	108,687
Men	1,706	17,865	19,961	11,676	436,893	81,368
Women	1,928	10,678	32,873	12,726	445,360	27,319
Professional	980	9,240	13,243	7,913	241,597	3,391
Men	616	5,786	7,017	5,152	162,537	2,518
Women	364	3,454	6,226	2,761	79,060	873
Unclassified	9,243	42,796	106,623	58,857	1,093,388	22,088
Men	3,892	21,327	39,448	27,865	447,203	12,913
Women	5,351	21,469	67,175	31,992	546,185	9,175
Total	82,672	381,746	1,069,885	528,786	9,766,845	331,844
Men	37,056	205,542	434,515	251,030	4,667,606	228,639
Women	45,616	176,204	635,370	277,756	5,099,239	103,205

1984 enrollment by type of institution

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Public							
Universities	17.5%	12.7%	17.1%	9.3%	9.2%	18.6%	28.5%
Other 4-year	24.9%	23.0%	23.5%	30.4%	23.9%	24.5%	22.2%
2-year	35.1%	50.9%	42.5%	39.0%	52.5%	34.0%	14.7%
Private							
Universities	6.0%	2.4%	7.3%	4.0%	4.1%	6.0%	14.0%
Other 4-year	14.5%	7.2%	8.9%	13.6%	8.5%	15.0%	19.6%
2-year	2.0%	3.8%	0.7%	3.7%	1.8%	1.9%	1.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

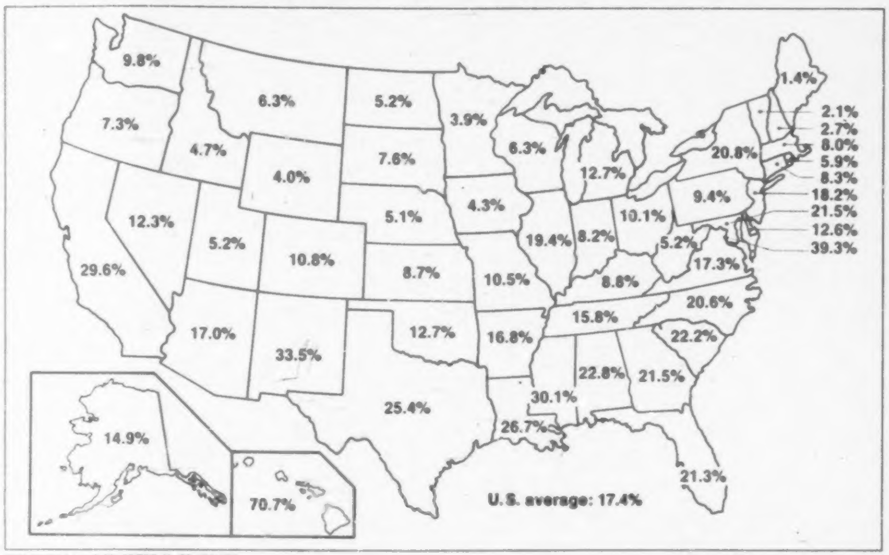
Note: This table shows, for example, that while 17.5 per cent of all students were enrolled at public universities in 1984, only 12.7 per cent of American Indian students attended such institutions.

1984 enrollment by level

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Undergraduate	100.0%	0.7%	3.2%	9.5%	4.6%	79.9%	2.1%
Graduate	100.0%	0.3%	2.6%	4.8%	2.2%	80.2%	9.9%
Professional	100.0%	0.4%	3.3%	4.8%	2.9%	87.4%	1.2%
Unclassified	100.0%	0.7%	3.2%	8.0%	4.5%	82.0%	1.6%

Note: This table shows, for example, that American Indian students accounted for 0.7 per cent of all undergraduates nationwide, but only 0.3 per cent of all graduate students.

Minority Enrollment by State in 1984



CHRONICLE MAP BY PETER H. STAFFORD

SOURCE: DEPARTMENT OF EDUCATION

The map shows the proportion of enrollments in each state that comprises American Indian, Asian, black, and Hispanic students. The percentages are based on total enrollment minus foreign students.

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Alabama	171,632	282	912	36,487	637	129,610	3,704
Alaska	26,958	1,929	534	999	425	22,280	791
Arizona	209,122	7,014	3,672	5,952	18,028	169,499	4,957
Arkansas	78,777	317	589	11,731	290	64,086	1,764
California	1,627,719	20,565	166,837	108,772	169,308	1,106,522	55,715
Colorado	164,387	1,367	3,006	4,103	8,786	142,262	4,863
Connecticut	161,578	468	2,347	7,174	3,150	144,418	4,021
Delaware	31,873	41	366	3,256	300	27,391	519
District of Columbia	79,750	112	1,914	23,418	1,785	42,112	10,409
Florida	443,778	955	5,570	40,400	44,491	337,396	14,966
Georgia	196,318	333	2,058	36,852	1,804	150,269	5,002
Hawaii	49,979	143	31,574	1,065	825	13,939	2,433
Idaho	43,302	447	622	282	630	40,609	712
Illinois	647,154	2,003	18,918	82,138	20,126	512,029	11,940
Indiana	249,953	578	2,565	13,659	3,225	223,002	6,926
Iowa	153,041	476	1,574	3,229	1,109	141,370	5,283
Kansas	141,915	1,789	1,442	6,458	2,267	125,658	4,301
Kentucky	141,935	310	720	10,693	540	127,839	1,833
Louisiana	179,989	411	1,701	40,500	3,059	125,698	8,620
Maine	52,712	190	168	281	120	51,741	212
Maryland	234,305	623	7,360	38,120	3,251	179,979	4,972
Massachusetts	418,371	922	8,701	14,778	7,597	370,456	15,917
Michigan	503,605	2,729	6,178	47,541	6,120	429,064	11,973
Minnesota	214,743	1,287	3,059	2,681	1,137	201,800	4,779
Mississippi	104,325	219	571	29,902	340	71,958	1,335
Missouri	240,573	677	2,803	19,143	2,212	210,610	5,128
Montana	37,056	1,795	152	161	191	33,987	770
Nebraska	97,422	637	698	2,593	936	90,566	1,992
Nevada	43,007	1,152	1,057	1,691	1,301	37,248	558
New Hampshire	53,050	135	237	649	378	50,807	844
New Jersey	305,323	884	8,005	28,473	16,773	243,768	7,420
New Mexico	66,447	3,144	632	1,466	16,502	43,199	1,504
New York	992,919	4,708	28,779	109,477	58,574	765,758	25,623
North Carolina	309,227	2,288	2,950	55,597	1,745	241,456	5,191
North Dakota	37,589	1,395	144	257	98	34,820	875
Ohio	518,107	1,297	4,979	41,183	3,841	454,988	11,819
Oklahoma	167,891	5,809	2,436	10,178	1,905	140,315	7,248
Oregon	141,809	1,169	5,200	1,848	1,766	127,639	4,187
Pennsylvania	528,638	855	7,615	35,852	4,628	470,102	9,586
Rhode Island	69,144	138	911	2,006	974	63,845	1,270
South Carolina	126,873	184	746	26,027	718	97,125	2,073
South Dakota	32,478	1,623	130	338	317	29,341	729
Tennessee	200,476	346	1,194	28,439	930	165,107	4,460
Texas	795,345	2,586	16,812	70,706	104,114	571,878	29,249
Utah	101,860	885	2,070	608	1,469	92,067	4,761
Vermont	30,787	53	160	247	163	29,711	453
Virginia	282,765	590	5,874	38,903	2,713	229,861	4,824
Washington	230,661	2,816	10,648	5,389	3,225	202,888	5,695
West Virginia	79,008	111	565	3,128	265	73,754	1,185
Wisconsin	270,862	1,625	3,318	9,056	2,659	248,874	5,330
Wyoming	23,424	190	116	205	387	21,770	756
U. S. service schools	51,816	72	557	5,794	652	44,374	367
Total U. S.	12,161,778	82,672	381,746	1,069,885	528,786	9,766,845	331,844

Continued on Following Pages

Racial and Ethnic Makeup of 1984 Enrollments at Over 3,100 Colleges

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
ALABAMA							
Alabama A & M U	4,109	0.0%	0.0%	75.2%	0.0%	6.1%	18.7%
Alabama Aviation and Tech C	374	0.0	0.3	17.4	1.6	78.6	2.1
Alabama Christian C	1,645	0.0	0.2	52.0	0.4	45.2	2.2
Alabama St U	3,787	0.0	0.1	97.6	0.1	0.4	1.8
Alabama Tech C	586	0.0	0.0	9.9	0.7	89.4	0.0
Alexander City St JC	1,098	0.5	0.4	21.2	0.1	77.4	0.5
Athens St C	1,220	0.2	0.2	6.7	0.2	92.0	0.7
Auburn U							
Main campus	18,888	0.1	0.6	3.1	0.3	94.3	1.6
Montgomery	5,084	0.2	0.7	15.8	0.4	83.0	0.0
Birmingham Southern C	1,542	0.2	1.0	10.5	0.2	87.9	0.3
Booker T Washington Business C	308	0.0	0.0	100.0	0.0	0.0	0.0
Brewer St JC	676	0.0	0.0	10.9	0.0	89.1	0.0
Chattahoochee Valley CC	1,395	0.2	0.3	30.7	0.2	66.7	1.9
Concordia C	326	0.0	0.0	100.0	0.0	0.0	0.0
Douglas MacArthur St Tech C	472	0.0	0.2	15.7	0.0	84.1	0.0
Enterprise St JC	2,073	0.4	2.6	12.3	2.0	82.7	0.0
Faulkner St JC	1,710	0.6	0.9	15.2	0.2	83.0	0.1
Gadsden St JC	2,990	0.3	0.3	12.7	0.5	78.9	7.2
Geo Wallace St CC							
Dothan	2,885	0.2	0.6	14.3	0.3	84.4	0.2
Hanceville	2,543	0.0	0.0	1.9	0.0	97.9	0.2
Selma	1,368	0.0	0.1	34.9	0.0	65.1	0.0
Hobson St Tech C	500	0.2	0.0	45.0	0.0	54.8	0.0
Huntingdon C	752	0.0	0.0	8.2	0.5	90.6	0.7
Jacksonville St U	6,564	0.4	0.3	16.3	0.8	79.7	2.4
Jefferson Davis St JC	819	0.5	0.0	24.7	0.0	74.8	0.0
Jefferson St JC	6,030	0.2	0.5	12.7	0.2	85.5	0.9
John C Calhoun St CC	5,486	0.2	0.4	9.4	0.4	89.0	0.6
Judson C	386	0.0	0.0	4.7	0.5	93.3	1.6
Lawson St CC	1,552	0.0	0.0	99.0	0.0	1.0	0.0
Livingston U	1,500	0.0	0.6	34.9	0.0	64.5	0.0
Lurleen B Wallace St JC	774	0.0	0.0	15.8	0.0	83.5	0.8
Marion Military Inst	343	0.0	0.6	6.4	0.6	92.1	0.3
Miles C	582	0.0	0.0	97.6	0.0	0.2	2.2
Mobile C	891	0.0	0.6	13.4	0.1	85.5	0.4
N F Nunnelly St Tech C	609	0.0	0.3	19.2	0.2	80.3	0.0
Northeast Alabama St JC	1,003	0.2	0.1	1.5	0.0	98.2	0.0
Northwest Alabama St JC	1,086	0.0	0.0	6.2	0.0	93.7	0.1
Oakwood C	1,330	0.0	0.0	85.4	0.1	0.0	14.5
Patrick Henry St JC	683	0.1	0.0	20.1	0.0	79.8	0.0
RETS Electronic Inst	809	0.0	0.0	29.9	0.1	70.0	0.0
S D Bishop St JC	1,587	0.2	0.0	77.6	0.0	21.2	0.9
Samford U	4,007	0.2	0.5	5.3	0.2	92.5	1.4
Selma U	351	0.0	0.0	99.1	0.0	0.9	0.0
Snead St JC	1,109	0.0	0.0	2.2	0.0	97.8	0.0
Southeastern Bible C	157	0.0	0.6	1.9	0.0	94.9	2.5
Southern JC of Business	1,783	0.0	0.0	58.7	0.0	40.4	0.8
Southern Union St JC	1,794	0.1	0.2	16.9	0.1	82.1	0.6
Southwest St Tech C	894	0.0	0.3	31.2	0.7	67.8	0.0
Spring Hill C	1,125	0.1	0.6	5.1	1.9	90.9	1.4
Stillman C	731	0.0	0.0	94.1	0.0	0.1	5.7
Talladega C	503	0.2	0.0	93.6	1.6	4.0	0.6
Troy St U							
Main campus	5,309	0.2	0.5	22.0	1.0	75.4	1.0
Dothan-Ft Rucker	1,568	0.4	0.4	8.4	0.6	89.9	0.3
Montgomery	2,096	0.5	1.5	24.0	1.0	72.3	0.7
Tuskegee U	3,275	0.0	0.2	87.3	0.4	3.0	9.1
U S Sports Acad	89	0.0	0.0	0.0	0.0	94.4	5.6
U of Alabama							
Main campus	15,626	0.2	0.7	8.9	0.4	87.3	2.4
Birmingham	13,517	0.1	1.0	17.9	0.3	79.6	1.1
Huntsville	5,863	0.1	2.2	5.4	0.8	89.8	1.7
U of Montevallo	2,782	0.1	0.1	9.2	0.2	87.9	2.4
U of North Alabama	5,197	0.1	0.3	8.3	0.3	90.7	0.3
U of South Alabama	9,342	0.4	0.4	10.5	0.5	82.8	5.4
Walker C	714	0.0	0.1	8.1	0.0	91.7	0.0
Walker St Tech C	744	0.0	0.0	15.1	0.0	84.9	0.0
ALASKA							
Alaska Bible C	62	8.1%	0.0%	8.1%	0.0%	79.0%	4.8%
Alaska Pacific U	688	8.6	1.7	6.7	2.0	78.8	2.2
Sheldon Jackson C	236	55.9	0.4	0.8	0.4	41.9	0.4
U of Alaska							
Anchorage	4,074	4.0	1.8	4.4	1.3	83.6	5.1
Anchorage CC	8,649	4.4	3.3	5.9	2.3	82.7	1.4
Fairbanks	5,536	10.3	1.5	2.2	1.4	79.2	5.4
Islands CC	425	14.1	0.2	0.9	1.6	81.2	1.9
Juneau	1,650	6.9	1.0	0.4	1.1	88.4	2.2
Kenai Peninsula CC	1,155	3.9	0.8	0.5	0.9	92.3	1.6
Ketchikan CC	528	11.9	1.1	0.6	0.4	84.8	1.1
Kodiak CC	747	7.1	1.9	0.8	1.9	86.6	1.7
Kuskokwim CC	247	50.2	2.4	0.4	0.4	45.7	0.8
Matanuska-Susitna CC	1,050	3.3	0.4	0.7	0.7	94.4	0.6
Northwest CC	141	51.1	0.0	0.7	0.0	45.4	2.8
Tanana Valley CC	1,803	4.8	1.3	5.7	1.3	83.9	3.0
ARIZONA							
Amer Grad Sch of Mgmt	1,082	0.0%	0.1%	0.1%	0.0%	75.2%	24.6%
American Indian Bible C	75	89.3	0.0	0.0	4.0	6.7	0.0
Arizona Automotive Inst	1,111	2.7	3.8	4.8	16.7	71.6	0.4
Arizona C of the Bible	161	1.2	0.0	2.5	3.1	92.5	0.6
Arizona St U	40,538	1.2	2.1	2.0	4.6	86.5	3.7
Arizona Western C	3,718	2.4	0.8	3.7	28.5	64.5	0.1
Central Arizona C	3,477	8.7	0.5	3.0	17.9	69.8	0.0
Cochise C	3,981	1.3	3.4	6.5	19.4	67.1	2.2
C of Ganado	268	92.5	0.4	0.0	0.7	6.3	0.0
DeVry Inst of Tech	4,007	1.0	5.1	3.5	8.2	81.0	1.2
Eastern Arizona C	3,403	5.5	1.9	2.8	16.1	73.6	0.0
Grand Canyon C	1,379	2.5	1.0	5.9	4.2	85.4	1.0
Maricopa Co CC District							
Glendale CC	13,002	0.8	2.0	2.5	8.4	86.2	0.2
Maricopa Tech CC	2,877	4.3	1.8	12.4	13.4	68.0	0.1
Mesa CC	14,907	1.6	1.7	2.6	8.4	85.1	0.6
Phoenix C	11,836	3.1	2.4	5.1	10.7	78.3	0.5
Rio Salado CC	12,497	1.5	0.6	2.8	7.6	87.5	0.0
Scottsdale CC	7,313	2.1	0.6	1.4	2.0	93.5	0.3
South Mountain CC	1,154	1.9	0.3	39.2	36.5	21.9	0.3
Mohave CC	3,121	2.0	0.7	0.2	2.9	94.2	0.0
Navajo CC	1,962	80.0	0.1	1.1	1.8	17.0	0.0
Northern Arizona U	11,824	5.5	0.6	1.4	5.6	82.9	3.9
Northland Pioneer C	4,535	22.4	0.6	0.6	4.8	71.5	0.0
Pima CC	20,882	2.1	2.3	3.7	17.3	72.5	2.1
Prescott C	187	0.5	0.0	0.5	2.1	94.7	2.1
Southwestern Conservative Baptist Bible C	147	2.7	0.7	0.0	6.1	89.1	1.4
U of Arizona	30,307	0.8	1.8	1.3	6.4	83.3	6.3
U of Phoenix	3,864	1.0	4.0	7.0	8.5	79.5	0.0
Western International U	311	0.0	0.0	0.0	0.0	85.2	14.8
Yavapai C	5,203	5.2	0.2	0.3	3.0	91.2	0.0
ARKANSAS							
American C	1,689	0.2%	0.2%	70.6%	1.2%	27.7%	0.0%
Arkansas Baptist C	150	0.0	0.0	99.3	0.0	0.7	0.0
Arkansas C	664	0.0	0.2	2.0	0.0	97.7	0.2
Arkansas St U							
Main campus	8,319	0.5	0.4	9.6	0.2	85.8	3.4
Beebe	753	0.9	0.3	4.4	0.4	94.0	0.0
Arkansas Tech U	3,575	0.3	0.4	3.7	0.3	94.9	0.4
Capital City JC	584	0.0	0.3	57.2	0.0	42.0	0.5
ARKANSAS—Continued							
Central Baptist C	238	0.0%	0.0%	1.7%	0.0%	98.3%	0.0%
C of the Ozarks	660	0.8	0.0	4.5	0.0	84.2	10.5
Crowley's Ridge C	111	0.0	0.0	3.6	0.0	96.4	0.0
East Arkansas CC	1,163	0.0	0.6	31.6	0.1	67.8	0.0
Garland County CC	1,536	0.3	0.3	6.3	0.6	92.2	0.3
Harding U Main campus	2,828	0.1	0.2	2.0	0.2	95.5	2.0
Harding Grad Sch Religion	207	0.0	0.0	4.8	0.0	91.3	3.9
Henderson St U	2,944	0.3	0.2	16.9	0.3	81.4	0.8
Hendrix C	965	0.0	2.0	6.0	0.6	91.0	0.4
John Brown U	831	0.0	0.4	1.1	0.1	94.5	4.0
Mississippi County CC	1,214	0.0	1.5	17.3	0.7	80.5	0.0
National Education Center Arkansas C of Tech	594	0.0	0.0	27.1	0.0	71.9	1.0
North Arkansas CC	1,002	0.3	0.0	0.2	0.3	99.0	0.2
Ouachita Baptist U	1,400	0.0	0.2	9.1	0.4	88.6	1.7
Philander Smith C	549	0.2	0.0	59.2	0.0	0.2	40.4
Phillips County CC	1,476	0.8	0.2	45.7	0.6	52.7	0.0
Rich Mountain CC	329	0.0	0.3	0.0	0.0	99.7	0.0
Shorter C	78	0.0	0.0	65.4	0.0	0.0	34.6
Southern Arkansas U							
Main campus	2,127	0.2	0.2	21.5	0.2	77.4	0.5
El Dorado	640	0.2	0.3	18.1	0.8	80.6	0.0
Tech	677	0.0	0.3	15.2	0.3	84.2	0.0
Southern Baptist C	476	0.2	0.0	4.8	0.2	94.5	0.2
U of Arkansas							
Main campus	14,882	0.8	1.0	5.5	0.5	88.1	4.1
Little Rock	10,242	0.2	1.9	12.4	0.7	83.1	1.7
Med Sciences	1,365	0.1	1.0	6.5	0.2	91.6	0.6
Monticello	1,915	0.3	0.3	23.1	0.3	75.8	0.2
Pine Bluff	2,640	0.2	0.2	80.5	0.0	18.3	0.8
U of Central Arkansas	6,245	0.0	0.0	13.3	0.0	85.3	1.4
Westark CC	3,709	1.4	2.2	3.3	0.6	90.9	1.6
CALIFORNIA							
Allan Hancock C	6,672	2.1%	4.4%	4.5%	12.3%	75.4%	1.3%
American Acad of Dramatic Arts-West	209	1.4	1.0	2.9	4.3	80.4	10.0
American Baptist Sem of the West	128	0.8	7.0	18.8	21.1	48.4	3.9
American Film Inst Ctr Advanced Film Studies	143	0.0	5.6	5.6	1.4	74.1	13.3
Antelope Valley C	6,430	1.3	3.4	5.4	7.4	82.2	0.4
Art Center C of Design	1,179	0.3	9.8	1.0	3.8	73.7	11.3
Azusa Pacific U	2,578	0.2	3.1	3.9	4.0	75.9	12.9
Bakersfield C	10,242	1.9	3.3	5.3	15.0	73.4	1.2
Barstow C	1,381	1.9	2.8	8.3	16.0	67.9	3.1
Bethany Bible C	539	0.9	1.9	0.6	6.1	89.4	1.1
Biola U	3,027	0.6	6.6	3.8	2.9	82.9	3.2
Brooks Inst	662	0.0	5.9	0.8	3.2	79.5	10.7
Butte C	6,697	3.5	1.2	1.2	4.7	88.2	1.2
Cabrillo C	9,391	1.0	3.0	0.9	7.6	85.8	1.7
California Baptist C	597	0.3	3.4	6.7	3.7	79.2	6.7
Cal C of Arts and Crafts	1,035	1.4	8.7	3.3	3.3	70.6	12.8
Cal C of Podiatric Med	407	1.0	11.3	2.7	2.0	81.6	1.5
California Inst of the Arts	842	0.2	3.3	6.5	4.2	78.5	7.2
Cal Inst of Integral Studies	133	1.5	3.0	4.5	2.3	85.0	3.8
California Inst of Tech	1,816	0.3	11.3	0.8	1.8	63.5	22.3
California Inst of Transpersonal Psychology	136	0.0	2.9	0.0	0.7	95.6	0.7
California Lutheran C	2,282	0.4	3.2	3.3	6.0	83.7	3.4
California Maritime Acad	456	0.7	3.1	2.9	3.1	86.2	4.2
Cal Sch of Prof Psychology							
Berkeley	348	0.3	2.6	2.9	3.4	90.2	0.6
Fresno	159	0.0	1.3	3.8	1.3	92.5	1.3
Los Angeles	403	0.0	4.2	5.0	6.9	83.1	0.7
San Diego	389	0.3	1.0	1.3	5.7	87.9	3.9
California St U System							
Bakersfield	3,397	1.6	3.3	6.6	11.5	74.1	2.9
Chico	13,352	0.9	3.1	1.6	4.4	87.1	2.9
Dominguez Hills	7,403	1.1	11.7	34.1	10.3	39.1	3.7
Fresno	15,447	1.1	5.8	3.3	13.1	69.6	7.1
Fullerton	21,588	1.4	12.2	2.5	8.9	73.7	1.4
Hayward	11,562	1.6	15.3	9.8	6.3	64.1	2.8
Humboldt St U	5,487	2.8	2.0	0.9	3.7	89.3	1.3
Long Beach	29,521	0.9	16.7	6.3	8.7	64.1	3.3
Los Angeles	16,590	0.7	26.1	11.6	24.8	31.7	5.0
Northridge	25,796	0.7	10.1	5.7	8.8	72.9	1.7
Poly St U at San Luis Obispo	15,131	0.8	7.2	1.3	5.3	84.5	0.9
Sacramento	20,226	1.3	9.3	5.4	6.4	75.6	2.1
San Bernardino	5,497	1.2	3.3	7.6	12.2	74.5	1.3
San Diego St U	32,235	1.0	7.5	3.5	8.0	77.7	2.3
San Francisco St U	20,589	0.9	22.2	7.9	6.4	57.7	4.8
San Jose St U	22,264	3.5	17.5	5.0	7.6	62.9	3.3
Sonoma St U	4,945	0.9	2.9	3.7	4.6	83.7	4.2
Stanislaus	3,807	1.2	3.6	3.3	9.2	77.2	5.6
St Poly U at Pomona	15,742	0.9	14.5	3.7	12.7	66.2	2.1
Cal Western Sch of Law	505	1.0	2.8	1.8	1.4	90.3	2.8
Cañada C	7,082	0.5	5.8	4.3	9.7	79.2	0.4
Center for Early Education	48	0.0	0.0	8.3	2.1	87.5	2.1
Cerritos C	18,306	1.6	4.0	4.8	34.8	39.9	14.9
Chabot C	17,778	2.2	11.7	7.7	10.3	66.8	1.4
Chaffey CC	10,200	1.4	18.2	5.5	0.5	73.1	1.2
Chapman C	6,200	0.2	1.1	1.2	1.6	92.0	3.9
Christ C Irvine	394	0.5	1.8	3.3	3.0	88.1	3.3
Christian Heritage C	434	0.9	3.0	2.3	2.8	88.9	2.1
Church Divinity Sch of the Pacific	95	0.0	0.0	1.1	1.1	93.7	4.2
Citrus C	7,563	0.8	5.2	5.4	16.0	68.9	3.7
Claremont Graduate Sch	1,742	0.3	2.1	3.7	2.2	76.5	15.2
Claremont McKenna C	843	0.4	8.1	3.7	5.6	78.3	4.0
Cleveland Chiropractic C	404	1.0	10.4	1.2	5.2	79.5	2.7
Coast CC District							
Coastline CC	12,286	0.9	5.4	0.8	4.4	88.3	0.3
Golden West C	15,654	1.3	11.5	1.0	6.4	77.4	2.3
Orange Coast C	21,581	1.3	9.2	1.2	6.2	79.0	3.0
Cogswell C	292	0.7	16.1	4.1	9.9	34.6	34.6
Coleman C	771	1.0	4.9	1.8	7.1	85.1	0.0
C of the Canyons	3,527	0.3	3.5	1.2	6.4	87.8	0.7
C of the Desert	5,110	0.9	1.9	2.9	16.4	77.5	0.4
C of Law U of San Fernando Valley	183	0.0	1.1	2.7	3.8	92.3	0.0
C of Notre Dame	1,128	0.9	4.0	2.8	3.5	72.8	16.0
C of Oceaneering	92	0.0	1.1	1.1	8.7	67.4	21.7
C of Osteopathic Med of the Pacific	361	1.7	5.3	1.1	3.3	86.4	2.2
C of the Siskiyous	2,184	2.4	1.5	3.4	2.7	89.7	0.5
Columbia C-Columbia	2,619	0.7	0.8	0.6	2.7	95.2	0.0
Columbia C-Hollywood	311	0.0	2.3	6.4	6.1	47.3	37.9
Compton CC	3,543	2.7	78.9	0.8	4.3	11.1	2.2
Contra Costa CC District							
Contra Costa C	6,217	0.8	14.3	25.3	8.7	49.9	0.9
Diablo Valley C	16,668	0.8	5.5	2.4	4.5	86.4	0.5
Los Medanos C	4,493	1.6	4.8	7.1	11.8	74.4	0.3
Cuesta C	5,440	1.4	2.9	1.4	4.9	88.2	1.1
Cuyamaca C	2,299	1.7	5.8	1.9	7.8	81.9	0.9
Cypress C	12,880	1.8	10.5	2.2	8.2	76.8	0.3
D-Q U	206	77.7	1.5	0.5	8.3	12.1	0.0
Dominican C of San Rafael	725	0.3	4.6	3.0	4.3	79.9	8.0
Dominican Sch of Philosophy and Theol	100	0.0	13.0	0.0	10.0	74.0	3.0
Don Bosco Tech Inst	282	0.4	11.3	0.4	56.4	31.6	0.0
El Camino C	24,476	1.0	13.4	20.7	11.7	52.2	1.0
CALIFORNIA—Continued							
Fielding Inst	535	0.0%	0.9%	2.4%	0.9%	95.7%	0.0%
Foothill-De Anza CC District							
De Anza C	26,256	0.9	15.6	3.6	7.7	71.5	0.7
Foothill C	12,893	1.3	10.6	4.4	6.8	74.8	2.1
Franciscan Sch of Theol	126	0.0	3.2	1.6	7.9	75.4	11.9
Fresno Pacific C	1,032	0.7	0.9	1.7	11.3	79.1	6.3
Fuller Theol Sem	2,938	1.8	3.9	3.2	3.0	82.8	5.4
Fullerton C	17,220	1.3	9.2	2.0	10.9	76.5	0.2
Gavilan C	2,155	1.7	3.2	0.8	22.9	69.7	1.7
Glendale CC	10,145	1.7	12.3	2.0	18.5	59.3	6.3
Golden Gate U	10,441	0.4	8.5	6.4	2.4	74.2	8.1
Graduate Theol Union	372	0.3	2.4	1.3	3.0	83.9	9.1
Grossmont C	13,472	1.7	4.3	2.3	7.1	83.6	1.0
Hartnell C	6,210	1.4	9.9	3.7	24.2	59.8	1.1
Harvey Mudd C	556	0.0	15.8	0.7	3.1	77.0	3.4
Heald C-San Jose	960	0.0	6.9	4.4	9.4	78.3	1.0
Holy Family C	56	0.0	0.0	0.0	8.9	91.1	0.0
Holy Names C	645	0.8	6.8	9.0	4.7	56.1	22.6
Humphreys C	316	1.9	4.7	3.5	9.2	79.4	1.3
Imperial Valley C	3,370	1.6	1.7	4.0	59.9	30.6	2.2
International Sch of Theol	131	0.8	0.8	2.3	2.3	83.2	10.7
Jesuit Sch of Theol	193	0.0	1.6	0.0	2.6	80.8	15.0
John F Kennedy U	1,791	0.3	2.2	3.7	2.6	88.8	2.3
LIFE Bible C	453	0.4	3.5	4.9	10.4	76.8	4.0
Life Chiropractic C West	417	0.2	3.8	1.7	3.1	89.2	1.9
Loma Linda U	4,610	0.2	14.8	7.6	7.0	60.4	9.9
Los Angeles Baptist C	304	0.7	3.0	3.6	1.0	91.1	0.7
LA C of Chiropractic	775	0.1	5.7	1.7	5.2	82.3	5.0
Los Angeles CC District							
East Los Angeles C	12,364	0.5	19.1	4.1	63.7	10.5	2.2
Los Angeles City C	15,184	0.5	24.9	24.3	25.8	20.9	3.6
Los Angeles Harbor C	7,988	0.8	14.5	14.6	19.0	50.0	1.1
Los Angeles Mission C	3,082	0.7	4.8	8.5	36.7	47.7	1.5
Los Angeles Pierce C	18,906	0.6	8.8	3.5	9.7	75.3	2.0
Los Angeles Southwest C	4,153	0.3	0.5	94.6	2.4	1.1	1.1
LA Trade-Tech C	11,888	0.6	12.0	38.8	31.5	14.5	2.6
Los Angeles Valley C	17,701	0.9	8.6	6.0	14.9	67.9	1.7
West Los Angeles C	6,908	0.4	7.3	51.9	7.7	31.7	0.9
Los Rios CC District							
American River C	20,452	2.0	4.7	5.7	5.1	82.0	0.5
Cosumnes River C	5,298	1.8	8.6	14.2	8.9	66.5	0.1
Sacramento City C	13,185	1.6	15.5	13.8	11.1	55.2	2.8
Loyola Marymount U	6,410	0.4	5.9	4.3	11.5	71.2	6.7
Marymount Palos Verdes C	755	0.7	8.2	7.3	8.7	59.7	15.4
Mendocino C	3,037	3.3	1.2	0.7	4.1	90.3	0.6
Menlo C	645	0.3	1.6	0.5	1.7	76.3	19.7
Mennonite Brethren Biblical Sem	131	0.0	0.0	0.0	2.3	66.4	31.3
Merced C	5,736	1.1	7.8	6.6	13.2	66.4	4.9
Mills C	935	0.2	7.1	8.0	3.1	73.4	8.2
Mira Costa C	5,274	0.8	4.3	5.8	9.1	79.2	0.7
Modesto JC	8,952	1.3	5.9	1.3	10.3	80.6	0.6
Monterey Inst of International Studies	435	0.2	3.0	0.9	4.8	73.8	17.2
Mount Saint Mary's C	1,222	0.5	9.2	11.5	19.3	57.4	2.1
Mount San Antonio C	20,693	1.1	6.2	7.7	22.0	62.9	0.2
Mount San Jacinto C	2,715	1.4	1.3	2.8	9.1	85.1	0.4
National Tech Sch	700	0.0	17.4	25.1	22.1	33.0	2.3
National U	8,735	0.5	5.3	10.1	7.2	71.7	5.1
New C of California	735	1.9	3.0	13.7	14.7	63.3	3.4
Occidental C	1,578	0.4	12.0	2.8	6.3	75.2	3.4
Ohlone C	7,214	1.5	12.4	3.6	9.7	70.9	2.0
Otis Art Inst of Parsons Sch of Design	709	0.1	8.3	4.5	8.2	67.4	11.4
Pacific Christian C	465	1.5	3.7	1.9	3.7	86.7	2.6
Pacific Coast Baptist Bible C	277	0.4	5.1	1.4	4.7	85.9	2.5
Pacific Grad Sch of Psych	172	0.6	0.6	0.6	1.2	95.9	1.2
Pacific Lutheran Theol Sem	167	0.0	1.2	1.2	0.6	94.0	3.0
Pacific Sch of Religion	243	0.4	3.7	3.3	0.8	81.9	9.9
Pacific Union C	1,403	0.6	10.1	3.6	4.8	68.9	12.1
Palo Verde C	585	0.9	0.7	10.1	26.7	61.0	0.7
Pasadena City C	17,668	0.7	11.7	9.8	15.9	51.8	10.0
Patten C	191	0.0	7.3	44.0	7.9	40.8	0.0
Pepperdine U	6,836	0.8	4.3	4.3	3.9	77.0	9.6
Peralta CC District							
C of Alameda	5,001	0.8	15.9	36.9	6.6	38.1	2.6
Feather River C	1,124	2.6	1.6	1.3	2.9	90.7	0.8
Laney C	9,651	0.8	19.0	33.0	5.8	37.5	3.9
Merritt C	6,700	1.0	12.0	31.6	4.9	49.2	1.4
Vista C	4,720	0.5	8.8	16.1	6.7	67.2	0.7
Pitzer C	761	0.3	4.6	6.0	11.2	71.0	7.0
Point Loma Nazarene C	1,917	0.9	2.3	1.9	3.8	87.6	3.4
Pomona C	1,360	0.0	10.1	3.0	6.3	78.4	2.1
Porterville C	1,887	2.5	2.8	2.0	14.3	73.7	4.7
Queen of Holy Rosary C	232	0.0	2.6	1.3	9.9	86.2	0.0
Rand Graduate Inst of Policy Studies	57	0.0	3.5	1.8	1.8	70.2	22.8
Rio Hondo C	10,517	1.6	6.2	3.0	45.8	39.9	3.5
Riverside City C	13,647	2.7	3.2	10.3	12.0	70.8	1.0
Saddleback C	21,493	1.4	4.6	1.3	4.6	87.4	0.7
Saint John's C	126	0.0	8.7	1.6	29.4	60.3	0.0
Saint Joseph's C	112	0.0	26.8	0.0	13.4	50.0	9.8
Saint Mary's C of California	3,590	0.5	2.7	4.5	5.0	83.9	3.3
Saint Patrick's Sem	104	0.0	9.6	1.0	3.8	77.9	7.7
San Bernardino Valley C	10,742	2.3	4.1	12.2	20.0	59.8	1.6
San Diego CC District							
San Diego City C	11,034	1.5	9.1	18.9	13.8	50.1	6.5
San Diego Mesa C	17,137	1.3	8.0	4.1	7.5	76.1	2.9
San Diego Miramar C	3,707	2.8	10.8	5.8	6.1	73.4	1.1
San Francisco Art Inst	544	0.3	4.8	2.6	4.7	74.8	12.7
San Francisco CC District	21,344	0.6	40.7	11.2	9.9	34.8	2.8
San Francisco C of Mortuary Science	41	0.0	2.4	19.5	12.2	65.9	0.0
San Francisco Conservatory of Music	219	0.9	12.8	2.7	1.8	66.7	15.1
San Francisco Theol Sem	1,050	0.1	5.0	3.4	0.8	75.0	15.8
San Joaquin Delta C	14,520	1.8	11.3	5.1	12.3	67.8	1.7
San Jose Bible C	175	1.1	6.3	5.1	1.7	85.7	0.0
San Jose CC District							
Evergreen Valley C	6,668	7.6	16.5	5.3	11.8	57.0	1.8
San Jose City C	11,061	7.0	11.7	3.3	9.9	67.5	0.7
Santa Ana C	20,255	1.2	14.0	3.2	15.3	62.3	3.9
Santa Barbara City C	9,760	0.8	3.7	2.5	12.2	78.8	2.1
Santa Monica C	18,827	1.0	9.5	10.3	10.2	64.4	4.6
Sch of Theol at Claremont	233	0.4	12.9	6.0	3.0	70.0	7.7
Scripps C	604	0.5	6.5	3.8	5.1	80.6	3.5
Shasta C	8,622	3.3	0.6	0.8	2.8	92.4	0.1
Sierra C	8,667	1.8	1.1	0.6	3.7	90.9	1.9
Simpson C	321	0.0	7.2	6.9	4.4	78.2	3.4
Southern California C	917	1.4	2.8	2.0	9.7	80.5	3.6
Southern California C of Optometry	398	0.0	23.1	1.3	4.0	71.1	0.5
Southwestern C	10,146	0.7	15.7	5.8	30.3	45.8	1.7
Southwestern U Sch of Law	1,015	0.2	3.9	1.8	3.5	89.4	1.2
Stanford U	13,947	0.5	6.2	4.9	6.0	68.1	14.4
Starr King Sch for the Ministry	51	0.0	0.0	0.0	0.0	96.1	3.9
St Center CC District							
Fresno City C	12,736	1.4	7.1	9.2	20.9	60.4	0.9
Kings River CC	3,123	1.5	4.8	1.9	30.3	61.0	0.5
Sysorex Inst	8	0.0	0.0	0.0	0.0	0.0	100.0

CALIFORNIA—Continued	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Taft C	979	1.9%	2.1%	8.4%	3.1%	82.6%	1.8%
US International U	2,539	0.3	3.2	4.8	4.6	60.4	26.7
U of California							
Berkeley	29,939	0.5	19.3	4.3	5.7	63.6	6.6
Davis	18,147	0.6	14.[illegible]	3.1	4.7	72.9	4.5
Hastings C of Law	1,490	0.7	8.5	4.0	5.8	80.7	0.3
Irvine	11,705	0.5	22.8	3.0	7.5	61.9	4.2
Los Angeles	32,171	0.6	18.3	5.6	8.1	61.6	5.9
Riverside	4,486	0.7	11.9	5.6	9.5	66.7	5.6
San Diego	13,069	0.5	13.6	2.8	6.4	72.3	4.4
San Francisco	3,629	0.4	17.4	4.0	6.9	68.3	3.1
Santa Barbara	15,917	0.6	6.5	2.4	6.4	80.8	3.3
Santa Cruz	6,488	0.5	9.0	2.8	6.3	78.9	2.5
U of Judaism	160	0.0	0.6	0.0	0.0	96.2	3.1
U of La Verne	5,073	0.1	3.7	10.5	11.8	68.2	5.7
U of the Pacific	5,606	0.3	11.7	2.9	4.3	74.6	6.2
U of the Redlands	2,643	0.5	3.5	5.1	4.3	83.4	3.3
U of San Diego	5,264	0.3	3.1	1.3	5.5	87.1	2.7
U of San Francisco	5,752	0.3	10.6	3.8	4.6	55.6	25.1
U of Santa Clara	7,453	0.4	14.2	1.2	4.9	73.3	6.0
U of Southern California	30,373	0.3	12.6	5.6	5.6	62.6	13.2
U of West Los Angeles	685	0.6	4.7	25.5	6.1	62.5	0.6
Ventura County CC District							
Moorpark C	8,955	1.3	3.6	1.2	6.9	86.2	0.8
Oxnard C	4,546	1.4	12.9	6.5	28.3	50.4	0.5
Ventura C	10,725	1.4	4.5	2.4	16.4	74.5	0.8
Victor Valley C	4,149	1.5	1.4	6.5	7.2	79.8	3.6
West Coast Christian C	199	2.5	10.6	4.0	20.6	41.7	20.6
West Coast U	641	0.0	7.8	3.9	3.9	56.0	28.4
West Hills C	1,965	2.6	4.2	5.5	18.8	68.4	0.5
Western St U C of Law Orange County	1,561	1.0	3.2	2.8	5.7	87.3	0.0
Western St U C of Law of San Diego	624	0.5	2.1	3.7	5.4	88.3	0.0
Westminster Theol Sem	99	0.0	12.1	1.0	2.0	78.8	6.1
Westmont C	1,208	0.3	1.4	0.9	1.8	94.5	1.0
Whittier C	1,608	0.4	4.2	3.4	13.0	69.8	9.2
Woodbury U	950	0.3	7.6	12.9	12.6	30.9	35.6
World C West	82	0.0	2.4	4.9	8.5	79.3	4.9
Wright Inst	188	1.1	2.7	10.1	4.8	79.3	2.1
Yeshiva Ohr Elchonon Chabad / West Coast Talmudical Sem	48	0.0	0.0	0.0	0.0	100.0	0.0
Yuba C	7,501	2.0	1.9	3.7	8.9	83.3	0.2

COLORADO	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Adams St C	2,050	0.7%	0.7%	2.1%	23.1%	72.8%	0.5%
Aims CC	4,253	1.1	0.7	0.3	7.3	80.8	9.8
Arapahoe CC	5,687	1.1	1.6	1.1	3.0	90.0	3.2
Bel-Rea Inst of Animal Tech	146	0.0	0.0	0.7	0.0	99.3	0.0
Colorado C	1,923	0.7	2.0	2.0	3.1	91.0	1.3
Colorado Inst of Art	1,130	1.9	1.8	4.6	6.6	84.5	0.5
Colorado Mountain C	8,155	0.7	0.3	0.2	2.1	96.6	0.0
Colorado Northwestern CC	1,202	0.6	0.5	1.7	3.5	93.3	0.4
Colorado Sch of Mines	2,882	0.2	1.5	0.3	2.3	85.6	10.0
Colorado St U	18,094	0.4	1.6	1.1	2.7	91.3	2.9
Colorado Tech C	599	0.7	0.0	6.0	5.0	75.3	13.0
CC of Aurora	1,883	0.8	3.1	10.6	4.8	80.5	0.2
Denver Auraria CC	2,995	1.8	3.3	11.0	11.4	57.0	15.5
Denver Conservative Baptist Sem	544	0.0	1.8	1.5	1.3	92.8	2.6
Denver Tech C	288	0.3	1.7	18.8	11.8	66.7	0.7
Fort Lewis C	3,769	8.1	0.5	0.5	3.0	86.7	1.3
Front Range CC	5,148	1.3	1.2	1.4	7.4	84.7	4.1
Iliff Sch of Theol	274	0.4	0.7	2.6	1.1	93.1	2.2
Lamar CC	297	2.0	0.0	4.7	10.1	81.8	1.3
Loretto Heights C	717	0.6	1.7	2.8	6.1	85.8	3.1
Mesa C	3,552	0.4	0.5	0.8	3.6	94.5	0.3
Metropolitan St C	13,997	0.4	3.1	5.0	7.6	82.6	1.4
Morgan CC	559	0.2	0.2	0.2	3.2	95.2	1.1
Naropa Inst	211	0.9	1.4	0.5	1.9	86.3	9.0
Nazarene Bible C	433	0.5	0.5	3.2	3.5	91.9	0.5
Northeastern JC	1,635	0.5	0.1	0.9	3.6	94.7	0.1
Otero JC	651	0.2	0.0	2.0	24.7	72.8	0.3
Parks C	785	1.9	1.0	9.7	13.2	73.4	0.8
Pikes Peak CC	5,545	1.5	1.9	7.4	6.5	80.6	2.1
Pueblo CC	1,331	0.8	0.5	2.9	35.3	60.1	0.4
Red Rocks CC	3,781	1.4	0.8	1.2	4.3	88.7	3.6
Regis C	3,195	0.3	1.0	4.1	4.0	90.2	0.5
Rockmont C	175	0.0	1.7	4.0	1.7	89.1	3.4
Saint Thomas Sem	112	0.9	0.9	0.0	8.9	87.5	1.8
Trinidad St JC	832	1.9	0.2	2.8	25.8	65.4	3.8
U of Colorado							
Boulder	22,299	0.6	3.0	1.3	3.0	89.2	2.9
Colorado Springs	5,446	0.3	1.7	2.3	3.9	91.4	0.4
Denver	10,790	0.5	4.5	2.9	3.8	85.9	2.5
Health Sciences Center	1,455	0.8	2.7	1.0	3.6	90.9	1.0
U of Denver	7,879	0.5	1.2	1.9	2.3	86.0	8.0
U of Northern Colorado	9,287	0.4	0.9	1.6	4.2	91.5	1.3
U of Southern Colorado	4,802	0.5	1.0	4.4	19.7	69.3	5.1
Western Bible C	164	0.0	2.4	1.2	0.6	94.5	1.2
Western St C of Colorado	2,508	0.2	0.6	0.8	1.8	95.3	1.2
Yeshiva Toras Chaim Talmudical Sem	33	0.0	0.0	0.0	0.0	78.8	21.2

CONNECTICUT	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Albertus Magnus C	440	0.0%	1.8%	7.3%	1.1%	86.6%	3.2%
Asnuntuck CC	1,970	0.1	0.2	4.9	0.4	93.2	1.2
Bais Binyomin Acad	33	0.0	0.0	0.0	0.0	100.0	0.0
Briarwood C	487	0.0	0.0	3.3	1.6	95.1	0.0
Bridgeport Engr Inst	869	0.0	2.3	4.5	2.6	89.0	1.6
Connecticut C	1,911	0.1	0.6	0.9	0.4	95.1	2.9
Connecticut St U System							
Central Conn St U	13,333	0.2	1.2	2.7	1.5	93.5	1.0
Eastern Connecticut St U	3,873	1.1	0.5	2.8	1.7	93.5	0.4
Southern Conn St U	10,733	0.0	0.2	4.7	0.8	92.8	1.6
Western Conn St U	5,778	2.0	1.1	2.0	1.2	92.8	1.0
Fairfield U	5,104	0.0	0.1	0.9	0.7	97.3	0.9
Greater Hartford CC	3,430	0.4	1.4	27.3	7.9	59.5	3.5
Greater New Haven Tech C	1,125	0.3	2.0	6.4	1.5	89.7	0.1
Hartford C for Women	197	0.0	2.5	14.2	6.1	72.6	4.6
Hartford Graduate Ctr	2,239	0.4	1.6	0.7	0.6	94.1	2.6
Hartford Sem	110	0.0	2.7	10.0	0.9	86.4	0.0
Hartford St Tech C	1,858	0.2	3.3	5.5	2.4	88.6	0.0
Holy Apostles C	171	0.0	1.2	0.6	1.8	96.5	0.0
Housatonic Regional CC	2,386	0.2	1.0	13.7	7.6	73.2	4.2
Manchester CC	6,231	0.9	1.1	4.3	1.6	92.0	0.1
Mattatuck CC	3,584	0.1	0.4	3.5	1.8	93.4	0.9
Middlesex CC	2,690	0.1	0.1	3.6	1.7	92.9	1.6
Mitchell C	921	0.1	0.7	5.3	1.7	88.7	3.5
Mohegan CC	2,099	0.1	0.8	2.2	1.0	95.7	0.1
Northwestern Conn CC	2,343	0.2	0.8	0.3	0.2	98.2	0.4
Norwalk CC	3,357	0.3	1.2	15.4	6.5	74.1	2.6
Norwalk St Tech C	1,707	0.4	4.0	9.2	6.0	79.3	1.1
Paier C of Art Inc	385	0.0	0.5	0.5	1.3	97.1	0.5
Post C	1,507	0.1	0.3	4.8	1.5	93.3	0.0
Quinebaug Valley CC	1,131	0.4	0.3	0.2	2.8	96.3	0.0
Quinnipiac C	3,139	0.0	0.3	1.1	0.4	98.0	0.1
Sacred Heart U	4,972	0.1	0.9	3.7	3.3	91.0	1.1
Saint Alphonsus C	43	0.0	4.7	2.3	14.0	79.1	0.0
Saint Basil's C	18	0.0	0.0	0.0	0.0	100.0	0.0
Saint Joseph C	1,223	0.2	0.7	2.3	1.4	95.0	0.4
South Central CC	2,245	0.2	0.8	22.1	6.0	68.6	2.3
Thames Valley St Tech C	1,402	0.4	0.6	1.4	1.0	95.5	0.1
Trinity C	2,108	0.1	2.3	2.4	2.3	91.7	1.2
Tunxis CC	3,043	0.1	0.5	1.3	1.2	94.2	2.7
U of Bridgeport	6,337	0.1	2.4	2.6	0.9	86.2	7.8

CONNECTICUT—Continued	Total	American Indian	Asian	Black	Hispanic	White	Foreign
U of Connecticut							
Main campus	22,976	0.2%	1.9%	3.0%	1.8%	91.5%	1.6%
Health Center	506	0.0	4.2	3.8	2.4	89.1	0.6
U of Hartford	7,611	0.9	2.0	3.4	1.5	87.8	4.4
U of New Haven	7,044	0.0	0.5	2.6	1.1	87.5	8.1
Waterbury St Tech C	1,601	0.3	0.8	1.6	0.9	96.2	0.1
Wesleyan U	3,204	0.0	3.7	6.6	2.0	85.5	2.2
Yale U	10,749	0.2	4.6	5.0	2.4	79.4	8.5

DELAWARE	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Delaware St C	2,209	0.0%	0.2%	58.9%	0.7%	38.2%	1.9%
Delaware Tech & CC							
Southern	1,808	0.4	0.4	12.5	1.1	85.1	0.5
Stanton-Wilmington	4,025	0.2	1.7	12.1	1.4	83.6	1.1
Terry	1,297	0.3	1.1	13.0	1.5	83.4	0.6
Goldey Beacom C	1,918	0.3	1.0	8.5	1.3	87.9	1.0
U of Delaware	18,083	0.1	1.3	3.4	0.7	92.5	2.1
Wesley C	1,472	0.0	0.9	11.3	1.8	85.3	0.7
Wilmington C	1,060	0.0	0.8	12.6	1.1	84.5	0.9

DISTRICT OF COLUMBIA	Total	American Indian	Asian	Black	Hispanic	White	Foreign
American U	10,489	0.2%	2.3%	8.4%	3.4%	71.9%	13.7%
Beacon C	12	0.0	0.0	0.0	0.0	75.0	25.0
Benjamin Franklin U	303	0.7	4.0	31.7	5.0	45.9	12.9
Catholic U	6,780	0.1	2.6	4.7	2.7	81.7	8.3
Corcoran Sch of Art	418	0.2	1.9	8.9	2.9	78.5	7.7
De Sales Sch of Theol	26	0.0	0.0	3.8	11.5	84.6	0.0
Defense Intelligence C	618	0.3	0.6	8.1	1.1	86.7	3.1
Dominican House of Studies	38	0.0	0.0	0.0	0.0	94.7	5.3
Gallaudet C	1,458	0.3	1.5	6.3	2.1	72.2	17.6
George Washington U	19,322	0.2	4.0	6.3	2.2	75.8	11.5
Georgetown U	11,986	0.1	2.6	5.7	3.3	80.2	8.0
Howard U	11,454	0.1	0.9	79.7	0.4	1.6	17.3
Mount Vernon C	454	0.2	1.8	7.3	3.3	78.4	9.0
Oblate C	42	0.0	0.0	4.8	14.3	81.0	0.0
Southeastern U	960	0.0	0.0	28.0	1.9	5.1	65.0
Strayer C	1,321	0.0	3.6	42.3	1.4	32.9	19.9
Trinity C	838	0.1	0.1	22.1	3.5	70.2	4.1
U of the District of Columbia	12,832	0.1	1.6	76.5	1.8	5.3	14.9
Wesley Theol Sem	399	0.0	0.8	9.8	0.8	84.7	4.0

FLORIDA	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Art Inst of Ft Lauderdale	1,167	0.3%	0.8%	8.1%	8.6%	77.3%	5.1%
Baptist Bible Inst	358	0.6	0.3	0.3	0.0	98.3	0.6
Barry U	3,931	0.2	1.1	7.6	15.1	70.8	5.2
Bethune Cookman C	1,708	0.0	0.1	92.2	0.8	0.8	6.2
Brevard CC	10,709	0.4	1.3	5.5	2.0	87.8	3.0
Broward CC	19,500	0.4	1.4	6.6	5.8	83.6	2.2
Central Florida CC	2,522	0.6	1.0	8.8	2.8	86.1	0.7
Chipola JC	1,291	0.5	0.3	13.9	1.1	84.2	0.0
Clearwater Christian C	199	0.5	0.5	1.0	2.5	90.5	5.0
C of Boca Raton	823	0.0	1.5	2.9	5.3	81.7	8.6
Daytona Beach CC	7,271	0.0	1.0	6.6	1.6	89.8	1.0
Eckerd C	1,073	0.1	0.9	3.4	2.0	83.6	10.1
Edison CC	6,022	0.2	0.5	3.0	2.3	93.5	0.6
Edward Waters C	748	0.0	0.0	93.3	0.0	1.7	4.9
Embry-Riddle Aeronautical U	9,593	0.2	1.2	5.4	4.8	83.2	5.2
Florida Bible C	140	0.0	1.4	0.7	11.4	80.0	6.4
Florida C	395	0.0	0.0	4.3	1.0	93.9	0.8
Florida Inst of Tech	6,997	0.2	0.4	1.3	2.0	82.3	13.8
Florida JC at Jacksonville	13,959	0.3	2.1	15.6	1.7	80.0	0.3
Florida Keys CC	1,562	0.2	1.5	3.7	5.8	88.7	0.2
Florida Memorial C	1,760	0.0	0.3	60.9	31.4	2.6	4.8
Florida Southern C	3,096	0.1	0.3	2.3	1.1	93.7	2.4
Gulf Coast CC	3,976	0.3	1.5	8.4	0.9	88.3	0.6
Hillsborough CC	12,198	0.3	1.7	9.4	10.0	77.5	1.2
Indian River CC	6,104	0.3	1.0	6.7	0.7	88.7	2.6
Jacksonville U	2,099	0.3	2.0	6.1	5.3	81.6	4.7
Jones C Jacksonville	1,572	0.6	0.4	36.4	2.3	58.8	1.5
Lake City CC	1,946	0.4	0.6	13.4	1.1	83.5	1.0
Lake-Sumter CC	1,722	0.2	0.6	7.1	0.8	91.0	0.3
Manatee JC	6,025	0.2	0.6	4.1	1.1	92.6	1.4
Miami Christian C	353	0.3	0.8	8.8	11.3	77.1	1.7
Miami-Dade CC	37,675	0.2	1.2	13.6	49.7	30.1	5.3
Morris JC of Business	278	0.0	1.4	9.7	3.6	82.4	2.9
National Ed Ctr Bauder C	825	0.0	1.1	16.1	8.1	74.7	0.0
National Education Center							
Tampa Tech Inst	1,958	0.1	0.8	15.7	8.8	73.2	1.3
New England Inst of Tech-Palm Beach	333	0.0	1.2	28.8	6.9	62.8	0.3
North Florida JC	840	0.1	0.6	14.8	0.1	84.4	0.0
Nova U	6,641	0.2	0.9	11.8	4.7	78.9	3.5
Okaloosa-Walton JC	3,592	0.2	1.5	5.7	1.4	91.1	0.1
Orlando C	906	0.0	0.9	15.9	4.4	76.0	2.8
Palm Beach Atlantic C	977	0.3	0.6	6.3	3.5	83.1	6.1
Palm Beach JC	11,637	0.1	0.8	6.0	4.2	87.3	1.6
Pasco-Hernando CC	2,879	0.6	0.5	2.8	1.4	94.7	0.0
Pensacola JC	7,653	0.7	2.5	10.5	1.2	84.8	0.3
Polk CC	4,488	0.2	0.8	9.8	1.5	87.3	0.4
Ringling Sch of Art and Design	399	0.0	0.0	1.8	2.3	91.5	4.5
Rollins C	3,648	0.4	0.8	3.9	2.2	90.0	2.7
Saint John Vianney C Sem	66	0.0	0.0	1.5	33.3	50.0	15.2
Saint Johns River CC	1,463	0.2	0.5	4.9	1.5	92.5	0.3
Saint Leo C	7,012	0.0	0.2	16.6	2.8	79.1	1.3
Saint Petersburg JC	15,865	0.4	1.1	4.5	1.6	91.6	0.8
Saint Thomas U	3,595	0.0	1.8	7.8	52.4	35.5	2.4
Saint Vincent De Paul Regional Sem	119	0.0	0.0	4.2	33.6	58.0	4.2
Seminole CC	5,092	0.4	1.4	5.2	3.4	88.5	1.2
Santa Fe CC	7,296	0.1	0.9	8.8	4.2	81.7	4.2
Southeastern C of the Assemblies of God	1,021	0.3	0.2	3.1	4.1	91.5	0.8
SE C of Osteopathic Med	273	0.7	1.5	1.5	3.3	92.7	0.4
St U System of Florida							
Florida A&M U	5,269	0.1	0.5	81.1	1.3	12.5	4.6
Florida Atlantic U	10,239	0.1	2.1	4.5	5.1	83.4	4.9
Florida International U	16,116	0.1	2.1	8.1	37.0	45.8	6.8
Florida St U	20,984	0.2	0.6	7.1	2.6	86.8	2.7
U of Central Florida	15,822	0.2	2.0	4.3	3.7	87.8	2.1
U of Florida	35,496	0.1	1.6	5.5	5.2	83.3	4.3
U of North Florida	6,032	0.2	1.4	8.6	1.2	87.1	1.5
U of South Florida	27,690	0.1	1.1	3.5	4.6	88.5	2.2
U of West Florida	6,057	0.3	1.3	5.2	1.6	89.9	1.6
Stetson U	2,739	0.2	0.4	1.9	2.1	93.1	2.2
Tallahassee CC	4,885	0.3	0.9	15.5	4.1	79.1	0.0
Tampa C	1,583	0.3	1.5	11.5	6.4	70.4	9.9
United Electronics Inst of Florida	1,029	0.0	0.6	7.2	6.5	69.7	16.0
U of Miami	13,708	0.1	1.5	4.0	20.0	61.4	12.9
U of Tampa	2,047	0.3	0.9	4.0	3.6	85.0	6.3
Valencia CC	11,432	0.4	1.9	7.5	5.3	83.1	1.9
Warner Southern C	335	0.6	0.0	5.1	0.0	88.4	6.0
Webber C	353	0.6	0.6	11.3	4.2	75.4	7.9

GEORGIA	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Abraham Baldwin Agricultural C	1,979	0.1%	0.2%	11.2%	0.2%	86.3%	2.1%
Agnes Scott C	539	0.0	1.1	6.3	2.0	89.2	1.3
Albany JC	1,770	0.6	0.6	20.8	0.5	77.5	0.1
Albany St C	1,893	0.3	0.4	82.6	0.4	16.3	0.0
Andrew C	319	0.0	0.0	16.3	0.9	69.9	12.9
Armstrong St C	2,660	0.1	0.8	13.2	0.4	85.0	0.4
Art Inst of Atlanta	1,051	0.0	1.7	28.4	1.1	68.7	0.0

GEORGIA—Continued	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Atlanta Christian C	149	0.0%	3.4%	14.8%	0.0%	81.9%	0.0%
Atlanta C of Art	247	0.0	2.8	12.1	2.0	81.8	1.2
Atlanta JC	1,453	0.3	0.3	88.6	0.7	1.5	8.5
Atlanta U	1,023	0.0	24.9	72.2	0.5	2.3	0.0
Augusta C	4,091	0.3	1.6	14.9	1.1	82.0	0.1
Bainbridge JC	575	0.0	0.9	20.5	0.0	78.4	0.2
Bauder Fashion C	610	0.5	0.0	23.9	1.5	73.8	0.3
Berry C	1,396	0.0	0.1	3.4	0.5	94.8	1.2
Brewton-Parker C	1,277	0.0	0.0	22.2	0.0	75.6	2.3
Brunswick JC	1,243	0.3	1.0	20.4	1.3	76.8	0.1
Clark C	1,879	0.0	0.0	95.2	0.0	0.0	4.8
Clayton JC	3,358	0.4	0.7	8.1	1.1	89.4	0.4
Columbia Theol Sem	483	0.0	2.9	3.9	0.4	88.4	4.3
Columbus C	3,985	0.4	1.5	18.7	1.2	76.6	1.6
Covenant C	511	0.0	1.4	2.0	1.6	92.4	2.7
Crandall JC	547	0.0	0.0	47.3	0.0	52.7	0.0
Dalton JC	1,622	0.1	0.1	2.0	0.2	97.4	0.1
Dekalb CC	14,877	0.4	1.4	19.8	1.1	74.9	2.4
DeVry Inst of Tech	2,783	0.3	2.3	38.0	1.7	55.6	2.1
Draughon's JC	701	0.0	1.0	60.6	0.1	38.2	0.0
Emanuel County JC	416	0.0	0.0	19.2	0.0	80.8	0.0
Emmanuel C	352	0.0	0.0	7.4	0.0	92.6	0.0
Emmanuel Sch of Ministries	35	0.0	0.0	2.9	0.0	94.3	2.9
Emory U	8,533	0.1	1.5	5.3	1.7	86.2	5.2
Floyd JC	1,278	0.2	0.2	7.7	0.2	91.5	0.2
Fort Valley St C	1,837	0.1	0.1	90.1	0.1	6.9	2.7
Gainesville JC	1,744	0.1	0.2	4.0	0.5	94.0	1.2
Georgia C	3,795	0.1	0.4	17.4	0.4	80.5	1.1
Georgia Inst of Tech							
Main campus	10,958	0.1	3.5	5.7	2.2	81.7	6.6
Georgia Military C	1,403	0.5	0.7	37.5	8.1	53.0	0.2
Georgia Southern C	6,526	0.1	0.3	11.7	0.6	86.3	1.1
Georgia Southwestern C	2,259	0.3	0.3	19.7	0.2	78.9	0.5
Georgia St U	21,366	0.1	1.2	16.4	1.3	77.8	3.1
Gordon JC	1,365	0.2	0.3	13.4	0.2	83.4	2.4
Gupton Jones C of Funeral Service	163	0.0	0.0	33.7	0.0	66.3	0.0
Interdenominational Theol Center	311	0.0	0.0	90.7	0.0	2.9	6.4
Kennesaw C	5,821	0.2	0.8	2.4	0.9	94.4	1.3
La Grange C	947	0.1	0.3	8.3	0.1	87.0	4.1
Life Chiropractic C	1,596	0.1	0.8	2.3	1.8	93.7	1.3
Macon JC	2,828	0.2	0.5	16.6	0.4	82.4	0.0
Med C of Georgia	2,320	0.1	1.5	6.5	1.2	88.3	2.3
Mercer U							
Main campus	2,771	0.2	0.6	12.2	1.0	85.1	0.9
Atlanta	1,975	0.2	0.3	11.4	0.8	77.0	10.3
S Sch of Pharmacy	351	0.0	1.7	16.2	3.1	71.2	7.7
Middle Georgia C	1,293	0.0	0.4	10.8	0.4	87.2	1.2
Morehouse C	2,056	0.0	0.0	96.1	0.0	0.0	3.9
Morehouse Sch of Med	127	1.6	5.5	78.0	0.0	13.4	1.6
Morris Brown C	1,086	0.0	1.8	98.1	0.1	0.0	0.0
North Georgia C	1,979	0.2	0.2	2.8	0.2	96.4	0.2
Oglethorpe U	1,017	0.0	1.5	8.0	2.7	87.9	0.0
Phillips C	522	0.2	1.5	42.0	1.0	55.0	0.4
Piedmont C	387	0.0	1.3	14.0	0.5	82.2	2.1
Reinhardt C	514	0.0	0.0	4.1	0.0	94.6	1.4
Savannah C of Art & Design	438	0.0	0.9	8.7	0.5	89.0	0.9
Savannah St C	2,011	0.1	0.1	81.1	0.9	14.1	3.6
Shorter C	726	0.0	0.3	4.7	0.0	92.4	2.6
South Georgia C	1,059	0.0	0.5	16.1	0.3	78.1	5.0
Southern Tech Inst	3,610	0.2	0.7	8.9	0.6	87.0	2.5
Spelman C	1,604	0.0	0.0	97.8	0.0	0.0	2.2
Thomas County CC	391	0.3	0.0	22.0	0.3	76.0	1.5
Tift C	488	0.2	0.8	19.3	0.2	79.5	0.0
Toccoa Falls C	642	0.0	0.2	0.9	1.1	93.5	4.4
Truett McConnell C	902	0.0	0.0	12.9	0.0	87.1	0.0
U of Georgia	25,230	0.1	0.4	5.3	0.6	89.4	4.1
Valdosta St C	6,095	0.1	0.3	14.7	0.6	83.5	0.8
Waycross JC	469	0.4	0.4	13.9	0.2	84.9	0.2
Wesleyan C	368	0.0	0.5	10.3	2.2	83.7	3.3
West Georgia C	6,250	0.1	0.3	12.8	0.2	86.1	0.4
Young Harris C	382	0.0	0.0	0.8	0.0	99.2	0.0

HAWAII	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Chaminade U of Honolulu	2,366	0.2%	29.6%	5.1%	1.4%	59.2%	4.6%
Hawaii Loa C	426	1.6	23.0	2.6	3.1	45.5	24.2
Hawaii Pacific C	3,383	0.8	21.9	12.1	6.0	39.8	19.3
U of Hawaii							
Manoa	19,964	0.2	66.7	0.9	0.8	26.2	5.3
Hilo	3,234	0.7	62.6	1.0	1.9	29.9	4.0
West Oahu C	435	0.0	55.6	3.7	1.8	38.6	0.2
Honolulu CC	4,549	0.2	77.3	2.0	1.5	14.7	4.4
Kapiolani CC	5,264	0.2	76.8	1.0	1.5	18.9	1.6
Kauai CC	1,159	0.2	67.0	0.3	1.6	30.3	0.8
Leeward CC	5,751	0.2	73.2	2.3	2.3	21.5	0.5
Maui CC	2,087	0.2	59.8	0.4	1.1	36.4	2.0
Windward CC	1,363	0.5	49.3	1.5	1.9	45.2	1.6

IDAHO	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Boise Bible C	80	1.2%	0.0%	0.0%	1.2%	97.5%	0.0%
Boise St U	11,564	0.8	1.5	0.8	2.3	93.9	0.8
C of Idaho	975	0.3	1.0	0.7	1.6	95.6	0.7
C of Southern Idaho	3,014	1.2	0.7	0.6	2.7	93.4	1.3
Idaho St U	7,043	1.4	3.7	1.0	1.6	92.2	0.1
Lewis-Clark St C	2,033	2.7	0.2	0.2	0.7	94.1	2.0
North Idaho C	2,274	1.8	0.3	0.5	0.9	95.5	1.0
Northwest Nazarene C	1,012	2.0	1.4	0.5	1.1	93.9	1.2
Ricks C	6,318	0.6	0.3	0.2	0.7	94.1	4.1
U of Idaho	8,970	0.7	1.2	0.7	0.7	94.0	2.7

ILLINOIS	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Alfred Adler Inst of Chicago	94	0.0%	0.0%	3.2%	0.0%	95.7%	1.1%
American Conserv Music	222	0.0	5.9	17.6	8.1	61.3	7.2
Augustana C	2,193	0.4	0.3	6.7	1.0	90.0	1.7
Aurora C	1,566	0.0	0.7	8.0	3.6	87.3	0.4
Barat C	547	0.0	0.4	4.6	0.2	86.5	8.4
Belleville Area C	12,480	0.6	1.4	8.1	0.9	88.2	0.8
Bethany Theol Sem	138	0.0	1.4	0.7	0.7	92.8	4.3
Black Hawk C							
East	811	0.1	0.0	1.6	0.9	97.4	0.0
Quad Cities	4,983	0.3	1.2	5.2	3.6	89.7	0.0
Blackburn C	465	0.0	1.9	6.5	2.2	87.3	2.2
Bradley U	5,286	0.0	1.5	6.6	1.4	89.0	1.4
Brisk Rabbinical C	26	0.0	0.0	0.0	0.0	100.0	0.0
Carl Sandburg C	2,144	0.4	0.8	3.9	1.3	93.1	0.5
Catholic Theol Union-Chicago	351	0.0	0.9	2.6	3.7	79.8	13.1
Chicago C of Osteo Med	395	0.0	3.3	1.3	0.8	94.4	0.3
Chicago Sch of Professional Psychology	131	0.0	0.0	2.3	0.0	97.7	0.0
Chicago St U	7,404	0.2	0.6	82.7	1.9	12.9	1.6
Chicago Theol Sem	166	0.0	4.8	22.3	0.0	72.9	0.0
Christ Seminary-Seminex	88	0.0	0.0	1.1	1.1	97.7	0.0
City C's of Chicago							
City-Wide C	7,024	0.5	3.8	37.6	6.8	51.3	0.0
Kennedy-King C	8,067	1.1	0.6	96.3	0.7	1.3	0.0
Loop C	8,433	1.2	10.5	61.3	8.2	18.5	0.3
Malcolm X C	6,424	0.9	2.1	88.9	4.5	3.5	0.0
Olive Harvey C	7,799	1.0	0.3	92.4	3.1	3.1	0.0
Daley C	10,320	0.5	1.4	20.1	8.1	69.7	0.0
Truman C	10,926	1.1	15.6	16.2	12.2	55.0	0.0
Wright C	8,980	0.4	7.6	11.1	11.6	69.2	0.[illegible]
C of DuPage	18,643	0.1	4.4	1.7	1.9	91.9	0.1

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FACT-FILE—Continued

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
ILLINOIS—Continued							
C of Lake County	10,931	0.3%	2.3%	6.7%	3.4%	87.3%	0.0%
C of Saint Francis	3,850	0.1	0.8	2.7	0.8	95.6	0.0
Columbia C	4,907	1.2	1.4	33.4	5.6	57.5	0.9
Concordia C	1,290	0.0	0.5	3.6	0.5	93.6	1.8
Danville Area CC	2,574	0.8	0.6	13.2	0.7	84.5	0.1
DeLourdes C	194	0.0	8.2	4.1	4.1	83.5	0.0
DePaul U	12,326	0.2	3.8	10.0	3.7	81.3	0.9
DeVry Inst of Tech	7,049	0.3	6.2	17.3	6.8	68.7	0.7
Dr William Scholl C of Podiatric Med	510	0.6	2.0	5.7	2.2	89.0	0.6
Eastern Illinois U	10,419	0.0	0.8	4.0	0.5	94.0	0.7
East-West U	396	0.0	9.6	88.4	1.0	1.0	0.0
Elgin CC	5,533	0.3	3.0	2.6	2.7	91.3	0.1
Elmhurst C	3,438	0.2	1.1	1.5	1.1	95.5	0.5
Eureka C	522	0.0	0.0	9.8	0.0	88.9	1.3
Felician C	325	0.3	7.4	4.9	10.8	73.5	3.1
Forest Inst of Professional Psychology	146	0.0	1.4	1.4	0.7	95.9	0.7
Garrett-Evangelical Theol Sem	353	0.0	2.3	11.9	0.0	83.0	2.8
Gem City C	190	0.0	0.0	1.6	0.0	98.4	0.0
George Williams C	1,158	0.1	1.5	8.3	2.2	85.5	2.5
Governors St U	4,921	0.2	1.1	16.7	1.7	78.9	1.4
Greenville C	650	0.0	0.6	4.6	1.2	91.4	2.2
Harrington Inst of Interior Design	395	0.0	3.3	3.0	0.8	91.4	1.5
Hebrew Theol C	83	0.0	0.0	0.0	0.0	96.4	3.6
Highland CC	2,665	0.2	0.5	2.1	0.1	97.1	0.0
Illinois Benedictine C	2,162	0.0	2.7	2.4	1.4	93.4	0.0
Illinois Central C	5,793	0.5	1.1	2.6	0.7	95.1	0.1
Illinois C	746	0.0	0.3	0.7	0.1	98.7	0.3
Illinois C of Optometry	531	0.0	5.5	2.1	2.4	88.5	1.5
Illinois Eastern CC System							
Frontier CC	3,844	0.1	0.3	0.2	0.1	99.3	0.0
Lincoln Trail C	975	0.1	0.9	0.7	0.3	97.7	0.2
Olney Central C	2,046	0.0	0.1	0.3	0.8	98.5	0.2
Wabash Valley C	1,749	0.2	0.5	1.8	0.2	97.1	0.3
Illinois Inst of Tech	6,432	0.1	7.9	8.4	2.9	72.1	8.6
Illinois Sch of Professional Psychology	347	0.3	1.2	2.0	0.6	94.5	1.4
Illinois St U	20,903	0.1	0.9	6.0	0.9	90.6	1.5
Illinois Tech C	342	0.9	5.3	65.2	7.6	21.1	0.0
Illinois Valley CC	3,983	0.0	0.7	1.3	0.9	97.1	0.1
Illinois Wesleyan U	1,641	0.0	1.4	5.1	0.7	92.4	0.4
John A Logan C	3,479	0.2	0.7	4.3	0.5	94.1	0.2
John Marshall Law Sch	1,509	0.1	0.6	2.5	1.4	95.4	0.1
John Wood CC	3,664	0.2	0.9	1.6	0.2	96.9	0.2
Joliet JC	9,845	0.2	0.8	9.8	3.5	85.5	0.1
Judson C	410	0.0	0.5	4.6	4.4	89.0	1.5
Kankakee CC	3,881	0.1	0.8	12.7	0.5	85.8	0.1
Kaskaskia C	2,644	0.5	0.6	5.8	1.0	91.8	0.2
Keller Grad Sch of Mgmt	1,013	0.0	2.0	7.6	0.9	89.5	0.0
Kendall C	278	0.0	0.7	32.0	2.2	61.2	4.0
Kishwaukee C	3,315	0.4	2.1	4.1	1.8	91.0	0.6
Knox C	903	0.1	2.8	5.8	1.1	79.6	10.6
Lake Forest C	1,151	0.2	1.8	4.1	1.3	91.2	1.4
Lake Land C	3,386	0.4	0.7	3.5	0.5	94.8	0.1
Lewis and Clark CC	4,747	0.2	0.3	6.6	0.3	92.5	0.1
Lewis U	2,826	0.0	1.0	12.0	2.4	83.7	0.8
Lincoln Christian C	472	0.0	0.2	0.6	0.2	97.5	1.5
Lincoln C	1,280	0.5	0.9	31.3	2.8	64.5	0.0
Lincoln Land CC	6,610	0.2	0.7	5.4	0.5	93.0	0.1
Loyola U of Chicago	14,174	0.2	4.5	8.7	5.2	80.9	0.5
Lutheran Sch of Theol at Chicago	280	0.0	0.4	3.9	1.4	80.7	13.6
MacCormac C	715	0.0	1.1	5.6	50.3	42.4	0.6
Mallinckrodt C	287	0.3	4.2	2.4	3.8	81.5	7.7
McCormick Theol Sem	548	0.0	5.3	6.0	7.1	80.5	1.1
McHenry County C	3,497	0.0	0.3	0.1	0.5	99.0	0.0
McKendree C	973	0.5	0.7	10.3	1.3	87.1	0.1
Meadville / Lombard Theol Sch	35	0.0	0.0	5.7	0.0	91.4	2.9
Mennonite C of Nursing	91	0.0	0.0	6.6	0.0	93.4	0.0
Metropolitan Business C	47	8.5	8.5	10.6	6.4	66.0	0.0
Midstate C	446	0.0	0.4	9.9	0.4	88.6	0.7
Midwest C of Engineering	264	0.0	10.2	3.0	1.5	81.4	3.8
Millikin U	1,601	0.1	0.4	4.1	0.7	94.3	0.4
Monmouth C	608	0.0	0.0	2.3	0.0	94.7	3.0
Moody Bible Inst	1,358	0.1	1.3	1.3	0.6	91.7	5.0
Moraine Valley CC	13,990	0.2	1.1	4.5	2.2	91.5	0.6
Morrison Inst of Tech	202	0.5	1.0	12.4	1.0	85.1	0.0
Morton C	3,413	0.2	1.3	0.1	5.6	92.5	0.3
Mundelein C	1,171	0.3	2.1	15.8	7.0	74.0	0.9
NAES C	68	82.4	0.0	0.0	0.0	17.6	0.0
National C of Chiropractic	908	0.2	0.7	0.8	1.7	94.4	2.3
National C of Education	3,313	0.2	4.3	10.4	4.8	80.1	0.1
North Central C	1,644	0.2	2.1	3.0	1.9	92.5	0.2
North Park C & Theol Sem	1,491	0.2	3.4	8.6	11.9	74.6	1.3
Northeastern Illinois U	10,075	0.3	7.1	11.9	10.3	69.3	1.2
Northern Baptist Theol Sem	230	0.0	1.7	10.4	8.3	71.7	7.8
Northern Illinois U	23,689	0.3	1.9	4.6	1.4	89.2	2.6
Northwestern U	15,829	0.4	5.4	6.2	1.5	80.7	5.7
Oakton CC	10,742	0.1	4.6	2.0	1.4	91.8	0.0
Olivet Nazarene C	1,740	0.0	0.6	3.7	0.9	93.9	0.9
Parkland C	7,712	0.5	1.9	6.6	1.1	88.8	1.1
Prairie St C	5,234	0.2	0.9	13.5	2.8	82.7	0.0
Quincy C	860	0.0	1.4	2.0	1.0	92.8	2.8
Rend Lake C	2,960	0.4	0.0	2.0	0.2	97.3	0.1
Richland CC	3,117	0.2	0.6	13.7	0.2	85.4	0.0
Robert Morris C	2,102	0.1	1.0	33.2	14.7	50.9	0.0
Rock Valley C	8,363	0.3	0.7	4.5	1.2	92.6	0.7
Rockford C	1,421	0.4	0.6	1.5	0.2	94.9	2.4
Roosevelt U	6,400	0.4	3.7	25.9	3.2	57.7	9.1
Rosary C	1,567	0.1	2.0	5.6	2.9	89.3	0.1
Saint Augustine CC	774	0.0	0.0	0.0	99.9	0.1	0.0
Saint Mary of the Lake Sem	198	0.0	0.5	3.5	2.5	93.4	0.0
Saint Xavier C	2,369	0.0	1.3	11.9	1.1	85.1	0.5
Sangamon St U	3,027	0.1	1.2	5.4	0.6	90.5	2.3
Sauk Valley C	2,685	0.3	0.9	0.8	2.7	95.3	0.0
Sch of Art Inst of Chicago	1,691	0.3	4.5	7.9	2.8	81.0	3.5
Seabury-Western Theol Sem	82	1.2	0.0	3.7	0.0	95.1	0.0
Shawnee C	1,914	0.2	0.5	16.7	0.0	82.6	0.0
Sherwood Conserv Music	38	0.0	10.5	13.2	2.6	65.8	7.9
Shimer C	77	0.0	0.0	19.5	2.6	76.6	1.3
Southeastern Illinois C	2,252	0.6	0.8	11.8	1.3	84.9	0.6
Southern Illinois U							
Carbondale	22,776	0.2	1.5	9.5	1.4	78.5	8.9
Edwardsville	10,820	0.2	1.1	12.9	0.8	82.9	2.2
Spertus C of Judaica	167	0.0	0.0	7.8	1.8	87.4	3.0
Spoon River C	1,612	0.1	0.6	2.2	0.5	96.5	0.1
Springfield C in Illinois	507	0.4	0.8	5.3	0.4	93.1	0.0
State CC at East St Louis	1,375	0.0	0.1	97.2	0.0	1.7	1.0
Thornton CC	7,378	0.1	0.8	19.4	2.6	76.8	0.2
Trinity Christian C	532	0.0	1.1	7.9	1.5	88.7	0.8
Trinity C	592	0.5	2.2	5.9	3.7	85.1	2.5
Trinity Evangelical Divinity Sch	971	0.0	3.7	3.8	0.6	86.2	5.7
Triton C	22,046	0.3	2.3	9.9	4.9	82.3	0.3
U of Chicago	9,287	0.2	5.4	2.9	1.8	82.3	7.4
U of Health Sciences Chicago Med Sch	826	0.1	5.2	1.2	1.2	90.8	1.5
U of Illinois							
Chicago	24,067	0.4	9.3	10.1	7.3	68.3	4.5
Urbana-Champaign	34,760	0.2	4.6	3.3	1.6	85.3	4.9
Vandercook C of Music	162	0.0	0.0	22.2	1.9	74.1	1.9
Waubonsee CC	5,280	0.4	0.6	4.4	4.4	89.0	1.2
ILLINOIS—Continued							
West Suburban C of Nursing	72	0.0%	2.8%	4.2%	1.4%	91.7%	0.0%
Western Illinois U	11,732	0.2	0.7	8.7	1.2	85.8	3.5
Wheaton C	2,572	0.1	3.0	0.6	0.5	93.2	2.6
William Rainey Harper C	13,724	0.2	2.2	1.3	1.9	92.4	1.9
INDIANA							
Ancilla Domini C	473	0.0%	0.4%	0.6%	0.4%	98.5%	0.0%
Anderson C	2,022	2.3	0.3	4.2	0.2	91.0	2.0
Ball St U	17,370	0.3	0.5	3.2	0.6	94.4	1.0
Bethel C	550	0.0	0.4	1.3	0.2	96.4	1.8
Calumet C	1,130	0.0	0.3	11.5	13.6	74.5	0.1
Christian Theol Sem	312	0.0	1.0	4.2	0.0	94.2	0.6
Clark C	537	0.0	0.7	55.7	0.9	40.2	2.4
Concordia Theol Sem	517	0.0	0.0	2.5	0.6	96.9	0.0
DePauw U	2,336	0.0	1.1	1.5	0.6	96.6	0.3
Earlham C	1,049	0.0	1.1	4.9	0.3	91.2	2.5
Fort Wayne Bible C	400	0.2	1.7	5.2	0.7	90.2	1.7
Franklin C of Indiana	705	0.1	0.1	2.1	0.4	95.7	1.4
Goshen Biblical Sem	113	0.0	0.0	0.0	1.8	87.6	10.6
Goshen C	1,045	0.1	1.1	2.7	3.0	86.4	6.8
Grace C	845	0.5	0.4	0.9	0.9	95.7	1.5
Grace Schs Inc	407	0.0	1.5	1.7	0.5	92.6	3.7
Hanover C	1,015	0.1	0.1	0.5	0.4	96.7	2.2
Holy Cross JC	364	0.0	0.0	3.3	0.3	96.4	0.0
Huntington C	366	0.0	0.0	1.4	0.5	96.7	1.4
Indiana Central U	2,999	1.0	0.6	5.3	0.6	92.2	0.3
Indiana St U							
Main campus	11,618	0.2	2.2	7.8	0.4	79.1	10.4
Evansville	3,848	0.1	0.3	2.7	0.2	95.9	0.8
Indiana U							
Bloomington	32,715	0.2	1.3	4.3	1.1	87.1	6.0
East	1,326	0.2	0.4	4.0	0.9	94.3	0.3
Kokomo	2,499	0.4	0.4	1.8	0.9	96.4	0.2
Northwest	4,686	0.1	0.7	23.0	6.8	69.0	0.4
Purdue U Fort Wayne	10,171	0.1	0.6	3.5	0.6	94.9	0.4
Purdue U Indianapolis	23,366	0.2	2.0	7.6	0.8	88.4	1.0
South Bend	5,442	0.1	0.6	3.9	0.6	94.5	0.3
Southeast	4,399	0.2	0.3	1.8	0.2	97.4	0.2
Indiana Voc-Tech CC							
Central Indiana	4,427	0.4	0.5	21.5	0.8	76.8	0.0
Columbus	1,840	0.2	0.3	1.0	0.9	97.7	0.0
Eastcentral	1,824	0.4	0.2	7.7	0.1	91.7	0.0
Kokomo	1,388	0.4	0.4	4.6	0.7	93.9	0.0
Lafayette	1,291	0.4	0.6	0.5	0.0	98.5	0.0
Northcentral	2,352	1.1	0.3	6.3	0.7	91.6	0.0
Northeast	3,318	0.1	0.5	6.5	0.5	92.4	0.0
Northwest	3,314	0.5	0.4	32.5	8.5	58.2	0.0
Southcentral	1,370	0.5	0.5	3.1	0.1	95.8	0.0
Southeast	711	0.4	0.1	0.6	0.4	98.5	0.0
Southwest	2,069	0.3	0.3	2.4	0.2	96.8	0.0
Wabash Valley	1,667	0.5	0.4	3.6	0.6	95.0	0.0
Whitewater	1,005	0.4	0.2	3.7	0.2	95.5	0.0
ITT Tech Inst-Fort Wayne	1,252	0.0	0.2	6.3	0.3	93.1	0.0
Manchester C	1,028	0.2	0.4	1.9	0.5	95.5	1.5
Marian C	1,044	0.0	0.7	9.4	0.5	87.8	1.6
Marion C	1,038	0.2	0.3	4.4	0.4	93.3	1.4
Martin Center C	140	0.0	0.0	92.1	0.0	7.9	0.0
Mennonite Biblical Sem	81	0.0	0.0	0.0	0.0	56.8	43.2
Mid-America C of Funeral Service	97	0.0	0.0	8.2	0.0	91.8	0.0
Oakland City C	736	0.0	0.5	2.4	0.0	96.9	0.1
Purdue U							
Main campus	31,852	0.2	1.7	3.0	1.2	89.1	4.7
Calumet	7,446	0.2	0.8	7.5	6.5	84.9	0.1
North Central	2,616	0.2	0.6	2.4	1.0	95.9	0.0
Rose Hulman Inst of Tech	1,346	0.0	1.0	0.7	0.1	96.4	1.7
Saint Francis C	1,296	0.2	1.0	2.1	0.5	95.5	0.6
Saint Joseph's C	933	0.0	1.0	2.6	1.3	94.7	0.4
Saint Mary-of-the-Woods C	670	0.9	0.3	2.8	1.0	92.2	2.7
Saint Mary's C	1,726	0.0	0.8	0.2	0.9	96.9	1.2
Saint Meinrad C	168	0.0	0.0	1.2	4.2	93.5	1.2
Saint Meinrad Sch of Theol	147	0.0	2.0	2.0	5.4	89.8	0.7
Taylor U	1,445	0.1	0.4	1.1	0.4	96.5	1.5
Tri-State U	965	0.0	1.9	2.3	0.1	79.6	16.2
U of Evansville	4,206	0.1	0.4	2.8	0.2	90.9	5.6
U of Notre Dame	9,461	0.3	1.5	2.2	3.1	89.1	3.7
Valparaiso U	3,958	0.4	0.6	1.4	0.6	94.8	2.3
Vincennes U	6,688	0.0	0.2	5.5	0.2	91.9	2.1
Wabash C	786	0.0	2.5	4.3	1.9	90.3	0.9
IOWA							
American Inst of Business	1,063	0.0%	0.5%	1.1%	0.2%	98.2%	0.0%
Briar Cliff C	1,293	0.3	0.5	0.8	0.6	97.4	0.4
Buena Vista C	1,683	0.0	0.5	0.6	0.1	98.8	0.0
Central U of Iowa	1,537	0.1	0.6	2.0	0.3	94.0	3.0
Clarke C	922	0.0	0.4	0.9	0.2	96.9	1.6
Coe C	1,302	0.0	0.7	2.7	1.1	87.6	8.0
Cornell C	1,073	0.6	1.3	2.8	1.1	88.9	5.3
Des Moines Area CC	8,056	0.2	2.2	2.8	1.3	92.9	0.6
Divine Word C	89	0.0	29.2	3.4	4.5	56.2	6.7
Dordt C	1,103	0.2	0.3	0.1	0.0	84.8	14.7
Eastern Iowa CC District	4,548	0.6	0.7	3.5	1.8	92.9	0.5
Ellsworth CC	925	0.1	0.2	4.0	0.0	95.4	0.3
Faith Baptist Bible C	357	0.0	0.6	0.3	0.0	98.9	0.3
Graceland C	993	0.6	0.8	2.0	1.6	90.8	4.1
Grand View C	1,323	0.1	3.8	4.2	0.7	87.9	3.3
Grinnell C	1,220	0.0	2.6	4.3	0.6	87.4	5.2
Hamilton Tech C	447	1.1	0.9	1.6	3.1	93.3	0.0
Hawkeye Inst of Tech	1,809	0.1	0.3	3.6	0.3	95.6	0.1
Indian Hills CC	2,196	0.0	0.7	0.4	0.1	98.6	0.1
Iowa Central CC	2,867	0.0	1.1	0.8	0.0	98.1	0.0
Iowa Lakes CC	1,436	0.2	0.3	0.9	0.1	98.5	0.1
Iowa St U	26,994	0.1	1.1	2.2	0.7	88.5	7.4
Iowa Wesleyan C	652	0.0	0.5	5.2	0.3	93.9	0.2
Iowa Western CC	2,866	0.2	0.2	0.8	0.4	97.6	0.9
Kirkwood CC	6,340	1.2	0.9	0.9	0.5	95.2	1.3
Loras C	1,995	0.0	0.8	0.6	0.0	98.6	0.1
Luther C	2,090	0.1	2.4	1.1	0.1	93.9	2.4
Maharishi International U	1,114	1.0	1.5	1.1	0.9	69.9	25.6
Marshalltown CC	1,383	1.1	2.7	0.5	0.2	94.4	1.2
Marycrest C	1,453	0.1	0.1	2.8	0.6	94.6	1.9
Morningside C	1,205	2.9	0.7	2.5	0.2	91.1	2.7
Mount Mercy C	1,287	0.0	0.7	1.9	0.2	97.0	0.2
Mount Saint Clare C	348	0.0	0.3	0.0	0.0	99.1	0.6
National Ed Center-National Inst of Tech	280	0.0	3.6	3.9	0.0	92.5	0.0
North Iowa Area CC	2,096	0.1	0.6	1.7	0.6	96.9	0.0
Northeast Iowa Tech Inst	1,021	0.8	0.0	0.0	0.8	98.4	0.0
Northwest Iowa Tech C	470	0.4	0.9	0.2	0.9	97.7	0.0
Northwestern C	900	0.3	0.1	0.7	0.0	96.7	2.2
Open Bible C	80	0.0	0.0	1.2	1.2	96.2	1.2
Palmer C of Chiropractic	1,812	0.4	0.2	0.7	0.7	91.2	6.8
Saint Ambrose C	2,236	0.1	0.9	3.5	1.2	93.9	0.4
Simpson C	1,224	0.2	0.3	2.0	0.3	96.7	0.5
Sioux Empire C	151	6.6	0.0	10.6	0.7	81.5	0.7
Southeastern CC	1,938	0.0	0.7	3.0	0.5	95.7	0.1
Southwestern CC	673	0.0	0.0	0.4	0.0	99.6	0.0
U of Dubuque	1,157	1.2	0.0	1.3	0.1	91.8	5.6
U of Iowa	30,798	0.4	1.3	2.0	1.1	90.3	5.0
U of Northern Iowa	12,090	0.1	0.4	1.8	0.4	96.5	0.8
U of Osteopathic Med and Health Sciences	897	0.2	2.0	1.7	1.1	94.2	0.8
Upper Iowa U	970	0.1	1.8	12.4	0.7	82.3	2.8
Vennard C	201	1.5	1.0	0.5	1.0	91.0	5.0
Waldorf C	423	0.0	0.2	1.2	0.0	98.6	0.0
Wartburg C	1,155	0.1	0.3	2.2	0.0	93.9	3.5
IOWA—Continued							
Wartburg Theol Sem	247	0.0%	0.0%	0.0%	2.0%	92.7%	5.3%
Western Iowa Tech CC	1,294	2.2	0.8	0.8	0.9	95.0	0.5
Westmar C	507	0.0	0.6	1.8	0.2	91.5	5.9
William Penn C	472	0.2	0.2	9.5	1.7	82.4	5.9
KANSAS							
Allen County CC	2,012	0.0%	0.0%	1.2%	1.0%	97.4%	0.3%
Baker U	829	0.0	0.1	6.9	0.5	90.0	2.5
Barton County CC	2,356	0.4	0.5	2.5	0.8	95.8	0.0
Benedictine C	891	0.0	0.4	3.5	3.6	89.7	2.8
Bethany C	810	0.1	0.5	3.7	1.6	91.9	2.2
Bethel C	667	0.1	0.9	6.6	0.4	88.5	3.4
Butler County CC	3,402	1.2	1.1	8.2	2.4	86.2	0.9
Central Baptist Theol Sem	157	0.0	0.6	22.3	1.3	73.9	1.9
Central C	293	1.4	1.0	5.5	1.0	90.1	1.0
Cloud County CC	1,986	0.0	0.0	1.0	0.0	98.9	0.1
Coffeyville CC	1,420	2.9	0.1	15.7	1.8	78.7	0.8
Colby CC	1,663	0.0	0.0	1.6	0.1	98.3	0.0
Cowley County CC	1,679	1.6	0.8	4.0	1.9	91.5	0.2
Dodge City CC	1,379	0.9	0.1	2.6	3.2	93.0	0.1
Donnelly C	813	0.4	3.3	60.9	4.6	14.5	16.4
Emporia St U	5,498	0.3	0.1	2.7	0.9	93.3	2.7
Fort Hays St U	5,412	0.4	0.5	1.0	0.9	95.7	1.5
Friends Bible C	116	0.0	0.0	0.0	4.3	94.0	1.7
Friends U	887	0.5	1.0	3.8	0.8	89.2	4.7
Garden City CC	1,259	0.5	1.9	3.9	9.5	84.0	0.2
Haskell Indian JC	774	100.0	0.0	0.0	0.0	0.0	0.0
Hesston C	501	1.2	1.4	4.2	2.8	86.8	3.6
Highland CC	1,265	1.7	0.7	6.0	1.8	89.8	0.0
Hutchinson CC	3,439	0.4	0.3	3.5	1.6	93.4	0.8
Independence CC	907	0.0	0.2	6.5	1.2	92.0	0.1
Johnson County CC	8,103	0.2	0.8	1.5	0.8	96.7	0.0
Kansas City Kansas CC	3,569	0.4	1.0	19.0	3.0	76.4	0.1
Kansas Newman C	891	0.7	1.1	7.2	3.9	84.7	2.4
Kansas St U	18,089	0.3	0.7	2.8	1.6	89.6	5.0
Kansas Tech Inst	629	0.2	0.8	0.5	1.4	97.1	0.0
Kansas Wesleyan	528	0.0	0.6	9.1	3.2	84.3	2.8
Labette CC	2,413	1.0	0.5	3.6	1.3	93.0	0.6
Manhattan Christian C	192	0.0	1.0	3.6	0.5	91.7	3.1
Marymount C of Kansas	625	0.0	1.1	4.5	1.1	93.3	0.0
McPherson C	484	0.4	0.4	5.6	0.0	90.3	3.3
Mid-America Nazarene C	1,053	0.4	0.4	0.9	0.5	95.3	2.5
Neosho County CC	1,001	0.8	0.1	3.3	1.2	94.6	0.0
Ottawa U	1,704	0.6	0.5	5.6	1.3	89.4	2.6
Pittsburg St U	4,927	0.7	0.3	1.4	0.7	94.9	2.0
Pratt CC	1,611	0.1	0.0	4.1	1.6	94.0	0.1
Saint John's C	258	0.0	1.2	3.9	1.6	91.5	1.9
Saint Mary C	1,009	0.4	2.3	19.4	5.5	70.3	2.2
Saint Mary of the Plains C	705	0.1	0.0	3.0	4.5	92.2	0.1
Seward County CC	1,203	0.6	1.7	2.7	2.3	92.8	0.0
Southwestern C	551	1.6	1.5	12.9	0.4	81.9	1.8
Sterling C	343	0.0	0.9	11.1	0.3	86.6	1.2
Tabor C	398	0.3	0.0	4.8	0.3	91.7	3.0
U of Kansas							
Main campus	23,901	0.5	1.2	3.3	1.1	87.3	6.7
Med Center	2,308	0.4	2.8	1.2	1.0	93.1	1.5
Washburn U of Topeka	7,094	0.7	0.6	5.4	3.1	89.7	0.5
Wichita St U	16,623	2.5	2.9	5.9	2.1	82.1	4.4
KENTUCKY							
Alice Lloyd C	543	0.0%	0.0%	0.2%	0.0%	99.8%	0.0%
Asbury C	1,067	0.2	0.5	0.3	0.3	96.3	2.4
Asbury Theol Sem	746	0.0	0.3	0.7	0.4	92.6	6.0
Bellarmine C	2,709	0.0	0.4	2.3	0.3	96.6	0.3
Berea C	1,586	0.0	0.4	6.1	0.1	88.6	4.9
Bowling Green JC of Business	525	0.0	0.0	31.8	0.0	68.2	0.0
Brescia C	815	0.0	0.0	1.3	0.0	94.1	4.5
Campbellsville C	637	0.0	0.0	3.0	0.0	93.4	3.6
Centre C	747	0.1	0.4	1.2	0.3	97.3	0.7
Cumberland C	2,106	0.2	0.0	4.1	0.5	92.3	2.9
Draughon's JC of Business	425	0.0	0.0	24.9	0.0	75.1	0.0
Eastern Kentucky U	12,357	0.1	0.2	6.2	0.2	92.6	0.8
Georgetown C	1,290	0.4	0.2	3.1	0.5	95.5	0.3
Inst of Electronic Tech	185	0.5	0.0	3.8	0.5	95.1	0.0
Kentucky Christian C	572	0.0	0.0	0.2	0.0	99.5	0.3
Kentucky C of Business	418	0.0	0.0	16.3	0.0	81.8	1.9
Kentucky St U	2,066	0.0	0.3	42.9	0.1	55.1	1.5
Kentucky Wesleyan C	821	0.0	0.2	4.4	0.0	93.5	1.8
Lees JC	329	0.0	1.8	4.9	0.0	93.3	0.0
Lexington Theol Sem	134	0.0	1.5	8.2	0.0	89.6	0.7
Lindsey Wilson C	547	0.0	0.0	7.9	0.0	91.8	0.4
Louisville Presbyterian Theol Sem	190	0.0	0.5	1.1	0.0	96.8	1.6
Louisville Tech Inst	335	0.0	0.0	3.6	0.0	96.4	0.0
Midway C	352	0.0	0.0	1.7	0.0	96.9	1.4
Morehead St U	6,174	0.1	0.1	2.9	0.3	94.7	1.9
Murray St U	7,335	0.1	0.4	5.1	0.4	92.7	1.3
National Education Center-Ky C of Tech	655	0.2	0.8	13.3	0.3	85.5	0.0
Northern Kentucky U	8,873	0.0	0.2	1.4	0.0	97.9	0.4
Owensboro JC of Business	265	0.0	0.0	2.3	0.0	97.7	0.0
Pikeville C	453	0.0	0.0	1.8	0.0	98.2	0.0
RETS Electronic Inst	878	0.1	0.0	7.9	0.5	91.6	0.0
Saint Catharine C	178	0.0	0.0	7.9	0.0	86.5	5.6
S Baptist Theol Sem	2,335	0.0	0.2	2.3	0.6	93.7	3.3
Spalding U	1,126	0.1	0.2	7.0	0.6	91.2	0.9
Sue Bennett C	310	0.0	0.0	5.2	0.3	93.5	1.0
Thomas More C	1,319	0.2	0.8	0.5	0.4	97.7	0.5
Transylvania U	787	0.0	0.6	2.4	0.6	95.7	0.6
Union C	879	0.0	0.5	4.1	0.0	95.1	0.3
U of Kentucky	20,637	0.3	0.8	3.1	0.6	92.8	2.4
U of Kentucky CC System	23,742	0.5	0.6	8.2	0.3	90.2	0.2
U of Louisville	19,747	0.3	1.2	8.4	0.6	87.9	1.6
Watterson C	2,972	0.0	0.0	70.7	1.6	27.5	0.1
Western Kentucky U	11,771	0.1	0.3	6.9	0.2	91.0	1.5
LOUISIANA							
Centenary C of Louisiana	1,254	0.2%	0.2%	17.1%	0.6%	80.4%	1.5%
Delgado CC	8,006	0.3	3.5	33.3	4.8	53.7	4.4
Dillard U	1,214	0.0	0.0	98.9	0.0	0.0	1.1
Grambling St U	4,767	0.0	0.1	95.8	0.1	1.6	2.3
Louisiana C	1,062	0.7	1.5	7.5	0.9	88.2	1.1
Louisiana St U							
Baton Rouge	30,186	0.2	0.5	6.8	1.4	82.4	8.7
Alexandria	1,985	0.1	0.8	16.1	0.6	82.4	0.0
Eunice	1,644	0.1	0.0	14.5	0.4	85.0	0.0
Med Center	2,552	0.0	1.6	7.6	1.4	88.9	0.4
Shreveport	4,690	0.3	1.5	7.5	0.6	89.8	0.2
U of New Orleans	16,356	0.2	2.6	16.6	4.1	74.2	2.4
Louisiana Tech U	10,825	0.2	0.8	11.5	0.7	82.9	4.0
Loyola U in New Orleans	4,859	0.5	0.7	13.4	5.1	76.6	3.7
McNeese St U	7,910	0.3	0.5	16.6	0.6	81.1	1.0
New Orleans Baptist Theol Sem	1,850	0.0	0.4	2.9	0.8	95.9	0.1
Nicholls St U	7,387	0.4	0.1	12.4	1.6	84.3	1.3
Northeast Louisiana U	11,558	0.5	0.4	19.2	0.3	75.4	4.2
Northwestern St U of La	6,206	0.6	1.0	17.4	2.1	77.6	1.2
Notre Dame Sem Graduate Sch of Theol	117	0.0	0.0	6.0	2.6	90.6	0.9
Our Lady of Holy Cross C	622	0.5	2.6	15.3	3.9	77.7	0.2
Phillips C of Greater Orleans	1,706	0.0	1.3	36.1	10.4	51.2	1.0
Saint Bernard Parish CC	620	1.0	1.6	2.1	3.5	91.6	0.2
Saint Joseph Sem C	155	0.0	10.3	6.5	1.3	81.9	0.0
Southeastern Louisiana U	8,992	0.4	0.8	9.4	0.5	87.0	1.9

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
LOUISIANA—Continued							
Southern U and A&M C							
Main campus	9,784	0.0%	0.1%	88.1%	0.5%	3.6%	7.6%
New Orleans	2,870	0.0	0.6	91.4	0.6	2.6	4.8
Shreveport-Bossier	621	0.0	0.0	98.1	0.0	1.9	0.0
Tulane U	10,232	0.2	1.6	4.8	3.1	84.8	5.5
U of Southwestern La	16,316	0.1	0.5	14.9	0.7	71.1	12.7
Xavier U of Louisiana	2,071	0.0	0.4	93.5	0.2	4.5	1.4
MAINE							
Andover C	441	0.0%	0.0%	0.9%	0.5%	98.6%	0.0%
Bangor Theol Sem	130	0.0	0.8	0.8	0.0	96.9	1.5
Bates C	1,519	0.0	1.6	2.0	0.5	95.4	0.5
Beal C	456	0.0	0.0	0.0	0.0	100.0	0.0
Bowdoin C	1,399	0.1	1.8	2.3	0.5	94.9	0.5
Casco Bay C	245	0.0	0.0	0.4	0.0	99.6	0.0
Central Maine Med Center Sch of Nursing	79	0.0	0.0	0.0	0.0	100.0	0.0
Central Maine Voc-Tech Inst	422	0.2	0.0	0.0	0.0	99.8	0.0
Colby C	1,718	0.0	0.8	1.5	0.8	94.9	2.0
C of the Atlantic	117	0.0	0.0	0.0	0.0	98.3	1.7
Eastern Me Voc-Tech Inst	858	0.2	0.1	0.0	0.0	99.7	0.0
Husson C	1,493	0.9	1.0	1.5	0.9	94.6	1.2
Kennebec Valley Voc-Tech Inst	681	0.0	0.1	0.0	0.0	99.9	0.0
Maine Maritime Acad	621	0.2	0.5	0.5	0.2	97.3	1.4
Northern Maine Voc-Tech Inst	1,229	0.7	0.3	1.1	0.7	97.2	0.0
Portland Sch of Art	250	0.0	0.4	0.0	0.4	99.2	0.0
Saint Joseph's C	8,264	0.4	0.0	1.1	0.0	98.5	0.0
S Me Voc-Tech Inst	1,466	0.0	0.1	0.0	0.1	95.7	4.1
Thomas C	832	0.0	0.0	0.2	0.6	98.0	1.2
Unity C	274	0.0	0.0	0.0	0.4	99.3	0.4
U of Maine							
Augusta	3,368	0.1	0.2	0.0	0.1	99.6	0.0
Farmington	2,140	0.0	0.0	0.1	0.1	99.6	0.0
Fort Kent	661	0.0	0.0	0.0	0.0	99.8	0.2
Machias	834	3.0	0.0	0.4	0.1	96.2	0.4
Orono	11,177	0.7	0.4	0.3	0.2	98.2	0.2
Presque Isle	1,210	0.7	0.6	0.9	1.3	95.6	0.8
U of Southern Maine	8,769	0.2	0.1	0.1	0.1	99.5	0.1
U of New England	923	0.2	0.1	0.2	0.7	98.2	0.7
Westbrook C	1,138	0.1	0.8	0.0	0.0	98.2	0.9
MARYLAND							
Allegany CC	2,134	0.0%	0.0%	1.8%	0.0%	98.1%	0.0%
Anne Arundel CC	8,894	0.4	1.5	6.7	1.0	89.9	0.4
Baltimore Hebrew C	231	0.0	0.0	0.4	0.0	99.6	0.0
Bowie St C	2,361	0.3	1.3	65.8	0.6	25.8	6.2
Capitol Inst of Tech	1,045	0.2	12.7	17.2	1.4	64.6	3.8
Catonsville CC	11,209	0.2	1.5	14.7	0.6	82.9	0.2
Cecil CC	1,423	0.8	0.5	3.0	0.2	95.3	0.2
Charles County CC	4,463	0.3	1.2	10.4	0.7	87.2	0.2
Chesapeake C	1,811	0.1	0.6	8.4	0.5	90.4	0.1
C of Notre Dame of Md	1,756	0.5	1.1	10.4	2.1	84.7	1.3
Columbia Union C	886	0.3	4.3	25.2	3.3	60.6	6.3
CC of Baltimore	7,516	0.0	0.8	78.0	0.5	20.7	0.0
Coppin St C	2,434	0.4	2.6	89.4	0.2	3.2	4.2
Dundalk CC	3,203	0.3	0.4	8.2	0.4	90.5	0.0
Eastern Christian C	56	0.0	1.8	1.8	0.0	96.4	0.0
Essex CC	9,861	0.6	1.3	5.4	0.7	91.9	0.0
Frederick CC	3,200	0.3	0.5	4.1	0.9	93.9	0.3
Frostburg St C	3,546	0.2	0.4	7.4	0.8	90.9	0.3
Garrett CC	569	0.0	0.2	3.2	0.2	96.5	0.0
Goucher C	964	0.3	3.6	5.8	2.6	85.0	2.7
Hagerstown Business C	259	0.0	0.8	6.2	0.0	92.3	0.8
Hagerstown JC	2,497	0.1	0.4	5.3	0.6	93.6	0.0
Harford CC	4,285	0.2	1.2	7.3	0.7	90.5	0.0
Hood C	1,736	0.1	1.0	3.2	2.4	91.9	1.3
Howard CC	3,420	0.2	2.6	11.7	1.0	84.1	0.4
Johns Hopkins U	10,586	0.2	4.8	5.2	1.2	82.7	5.8
Loyola C	5,171	0.1	1.5	3.8	0.8	91.5	2.3
Md C of Art and Design	83	0.0	2.4	25.3	1.2	69.9	1.2
Maryland Inst C of Art	1,244	0.2	2.6	7.1	1.8	85.3	3.1
Montgomery C							
Germantown	2,554	0.3	2.5	3.3	1.3	92.1	0.4
Rockville	12,682	0.2	6.2	5.8	3.5	81.2	3.1
Takoma Park	4,650	0.2	7.9	24.0	4.8	58.0	5.1
Morgan St U	4,208	0.2	0.4	87.3	0.2	4.3	7.5
Mount Saint Mary's C	1,708	0.1	0.6	2.5	0.8	95.9	0.0
Ner Israel Rabbinical C	325	0.0	0.0	0.0	0.0	100.0	0.0
Peabody Inst of Johns Hopkins U	429	0.2	4.2	4.2	1.2	76.7	13.5
Prince Georges CC	14,083	0.3	3.6	37.8	1.6	55.4	1.4
Saint John's C							
Main campus	384	0.0	1.6	0.5	1.6	94.5	1.8
Santa Fe	353	0.3	0.6	0.0	1.4	95.5	2.3
Saint Mary's C of Maryland	1,299	0.5	0.5	5.1	0.5	92.9	0.5
Saint Mary's Sem and U	336	0.0	0.0	0.0	0.0	100.0	0.0
Salisbury St C	4,487	0.2	0.5	6.7	0.5	91.8	0.3
Sojourner-Douglass C	387	0.0	0.3	99.2	0.0	0.5	0.0
Towson St U	15,108	0.1	1.4	10.3	0.8	86.7	0.6
U of Baltimore	5,178	0.3	1.9	16.1	0.7	78.1	3.0
U of Maryland							
College Park	38,307	0.4	5.8	7.9	2.2	79.0	4.7
Baltimore County	8,153	0.2	5.0	11.9	1.3	80.1	1.6
Baltimore Prof Schs	4,633	0.1	4.4	10.8	1.2	81.8	1.6
U C	11,640	0.4	5.2	16.8	1.9	75.2	0.4
Eastern Shore	1,230	0.2	1.5	68.0	0.7	23.0	6.7
Villa Julie C	1,328	0.0	0.5	13.6	0.6	85.3	0.1
Washington Bible C	524	0.4	7.1	19.3	0.4	67.2	5.7
Washington C	865	0.1	0.2	0.7	0.7	95.8	2.4
Washington Theol Union	167	0.0	1.2	1.8	1.8	95.2	0.0
Western Maryland C	1,585	0.0	0.4	3.0	0.5	95.1	0.1
Wor-Wic Tech CC	856	0.1	0.1	22.4	0.6	76.8	0.0
MASSACHUSETTS							
American International C	1,859	0.0%	0.0%	11.2%	1.0%	83.8%	3.9%
Amherst C	1,543	0.1	3.8	6.4	2.1	85.4	2.2
Andover Newton Theol Sch	458	0.4	0.0	4.6	1.5	91.3	2.2
Anna Maria C	1,749	0.1	1.0	2.8	1.0	94.1	1.1
Aquinas JC at Milton	389	0.0	0.0	0.3	0.0	99.7	0.0
Arthur D Little Management Ed Inst	67	0.0	1.5	3.0	1.5	4.5	89.6
Assumption C	2,474	0.0	0.1	0.6	1.9	97.2	0.2
Atlantic Union C	600	0.2	0.7	21.8	9.2	55.3	12.8
Babson C	3,187	0.0	0.9	1.4	0.8	91.1	5.7
Bay Path JC	686	0.1	0.1	2.3	0.4	95.9	1.0
Bay St JC of Business	541	0.0	0.7	13.5	9.1	73.8	3.0
Becker JC							
Leicester	547	0.0	0.2	0.9	0.2	98.4	0.4
Worcester	911	0.0	0.0	0.9	0.2	98.8	0.1
Bentley C	8,085	0.1	0.9	0.7	1.1	96.0	1.3
Berklee C of Music	2,425	0.3	1.0	8.3	2.0	66.0	22.4
Berkshire Christian C	126	0.0	0.0	6.3	0.8	88.1	4.8
Blue Hills Regional Tech Inst	465	0.2	0.2	1.5	1.3	96.8	0.0
Boston Architecture Ctr	642	0.0	2.3	2.0	3.7	91.9	0.0
Boston C	14,209	0.2	2.8	2.0	2.9	89.6	2.6
Boston Conservatory	420	0.2	1.2	6.0	2.9	83.8	6.0
Boston U	27,630	0.2	3.1	3.1	2.0	83.5	8.2
Bradford C	404	0.0	0.7	3.5	3.7	82.4	9.7
Brandeis U	3,536	0.1	2.5	2.5	2.3	85.2	7.2
Cambridge C	439	0.9	3.6	23.2	3.9	65.6	2.7
Catherine Laboure C	681	0.3	0.4	10.7	1.2	86.8	0.6
Central New England C of Tech	558	0.0	1.3	0.9	0.9	93.2	3.8
MASSACHUSETTS—Continued							
Chamberlayne JC	806	0.5%	1.7%	7.6%	1.6%	78.5%	10.0%
Clark U	3,185	0.0	0.9	1.8	1.9	89.1	6.2
C of the Holy Cross	2,590	0.0	0.3	1.7	1.0	96.7	0.4
C of Our Lady of the Elms	900	0.1	0.1	2.8	0.6	95.9	0.6
Curry C	1,244	0.1	0.6	3.4	0.3	94.5	1.2
Dean JC	2,354	0.0	0.1	1.3	0.2	98.0	0.4
Emerson C	2,287	0.1	0.3	4.1	1.7	90.4	3.3
Emmanuel C	979	0.1	0.4	3.5	4.1	89.5	2.5
Endicott C	669	0.0	1.6	1.3	2.8	93.6	0.6
Episcopal Divinity Sch	117	0.0	0.0	3.4	0.9	92.3	3.4
Fisher JC	4,384	0.4	0.6	4.9	1.4	91.9	0.7
Forsyth Sch of Dental Hygienists	137	0.7	0.7	0.7	1.5	91.2	5.1
Franklin Inst of Boston	449	0.2	5.1	8.2	0.4	79.1	6.9
Gordon C	1,073	0.0	1.5	2.3	0.7	94.3	1.1
Gordon-Conwell Theol Sem	861	0.0	1.5	10.9	6.5	78.9	2.2
Hampshire C	1,049	0.2	1.3	2.0	1.8	89.2	5.4
Harvard U	19,977	0.3	4.4	4.2	3.1	78.8	9.2
Hebrew C	160	0.0	0.0	0.0	0.0	80.0	20.0
Hellenic C-Holy Cross Greek Orthodox Sch of Theol	219	0.0	0.9	5.9	0.0	78.1	15.1
Lasell JC	492	0.0	0.4	2.6	0.8	91.1	5.1
Lesley C	2,980	0.2	0.8	1.9	0.8	94.6	1.7
Marian Court JC of Business	250	0.4	0.0	0.4	0.8	98.4	0.0
Mass Bd of Regents Sys							
Southeastern Mass U	7,125	0.2	0.7	1.7	0.5	95.8	1.1
U of Lowell	15,800	0.3	2.5	0.8	0.9	91.9	3.6
U of Massachusetts							
Amherst	27,162	0.2	1.4	2.2	1.7	90.1	4.3
Boston	11,711	0.5	3.7	9.8	3.6	79.9	2.6
Med Sch at Worcester	457	0.0	3.3	2.2	2.0	92.6	0.0
Bridgewater St C	8,313	0.1	0.4	0.9	0.3	98.0	0.3
Fitchburg St C	6,693	0.1	0.3	2.4	0.7	96.3	0.2
Framingham St C	5,653	0.2	0.4	0.3	0.3	98.5	0.4
Massachusetts C of Art	1,730	0.3	3.0	3.1	2.0	90.8	0.9
Mass Maritime Acad	803	0.1	0.6	0.4	0.6	97.1	1.1
North Adams St C	2,729	0.0	0.2	1.4	0.4	97.4	0.5
Salem St C	8,654	0.3	0.8	2.4	0.8	95.0	0.7
Westfield St C	4,607	0.0	0.1	2.5	0.7	96.3	0.4
Worcester St C	7,062	0.1	0.1	0.8	0.5	97.8	0.8
Berkshire CC	3,017	0.0	0.4	1.5	0.5	97.6	0.0
Bristol CC	4,718	0.2	0.9	1.6	1.0	95.5	0.8
Bunker Hill CC	6,977	0.3	10.8	10.1	4.7	72.0	2.0
Cape Cod CC	4,251	0.2	0.4	2.4	0.8	96.1	0.1
Greenfield CC	2,396	0.1	0.3	0.4	0.5	98.1	0.6
Holyoke CC	4,704	0.4	0.5	1.5	1.7	95.6	0.3
Massachusetts Bay CC	4,236	0.0	0.8	1.0	0.8	96.9	0.5
Massasoit CC	6,113	0.2	0.6	4.5	1.4	93.3	0.0
Middlesex CC	6,772	0.2	1.4	1.6	1.1	95.7	0.0
Mount Wachusett CC	2,900	0.4	1.0	3.4	1.7	93.0	0.5
Northern Essex CC	6,110	0.5	0.8	0.4	1.8	96.0	0.4
North Shore CC	5,993	0.1	0.5	1.7	1.6	95.8	0.4
Quinsigamond CC	4,782	0.2	0.9	2.0	2.7	94.0	0.3
Roxbury CC	1,444	0.2	1.9	45.8	17.2	24.7	10.2
Springfield Tech CC	6,762	0.3	0.3	6.9	4.5	87.2	0.8
Mass C of Pharmacy & Allied Health Sciences	1,194	0.1	0.8	5.6	1.8	81.7	10.0
Massachusetts Inst of Tech	9,608	0.2	6.8	3.3	2.1	65.3	22.3
Massachusetts Sch of Professional Psychology	179	0.0	0.6	1.7	1.7	95.0	1.1
Merrimack C	3,643	0.0	0.2	0.6	0.9	97.6	0.7
MGH Inst of Health Professions	154	0.0	1.3	1.3	1.3	94.2	1.9
Mount Holyoke C	1,966	0.1	4.4	5.1	1.6	84.1	4.7
New England C of Optometry	357	0.0	3.9	1.1	1.4	91.6	2.0
New England Conservatory of Music	738	0.0	2.3	1.6	1.1	77.4	17.6
New England Inst of Applied Arts and Sciences	135	0.0	0.0	5.2	0.0	93.3	1.5
New England Sch of Law	967	0.1	1.0	2.5	1.1	95.2	0.0
Newbury C	3,848	0.1	2.4	19.2	10.7	64.5	3.1
Nichols C	1,092	0.0	0.1	0.3	0.4	98.7	0.5
Northeastern U	36,219	0.6	2.8	5.5	1.2	85.9	4.0
Pine Manor C	568	0.5	1.1	1.9	1.2	80.3	15.0
Quincy JC	2,945	0.0	0.3	0.6	1.4	97.2	0.5
Radcliffe C	2,691	0.4	9.1	7.9	4.9	72.4	5.4
Regis C	1,180	0.0	0.8	0.6	5.1	90.3	3.2
Saint Hyacinth C-Sem	39	0.0	0.0	0.0	5.1	87.2	7.7
Saint John's Sem	218	0.0	0.0	0.9	3.2	95.4	0.5
Sch of the Museum of Fine Arts-Boston	1,021	0.2	0.6	0.9	1.5	90.8	6.1
Simmons C	3,138	0.1	1.1	3.3	1.5	91.3	2.7
Simon's Rock of Bard C	324	0.0	1.9	2.8	0.6	92.3	2.5
Smith C	2,752	0.1	6.3	3.7	2.0	82.9	5.1
Springfield C	2,353	0.0	0.5	6.0	1.6	89.4	2.4
Stonehill C	2,786	0.1	0.2	0.7	0.3	98.3	0.3
Suffolk U	6,124	0.2	0.5	2.0	1.0	93.8	2.6
Swain Sch of Design	149	0.0	0.7	6.0	0.0	89.9	3.4
Tufts U	7,507	0.1	3.8	3.3	1.7	85.3	5.8
Wang Inst of Graduate Studies	55	0.0	3.6	1.8	0.0	89.1	5.5
Wellesley C	2,297	0.2	9.4	5.4	3.0	76.8	5.2
Wentworth Inst of Tech	4,034	0.3	2.7	5.5	2.0	81.7	7.8
Western New England C	5,140	0.3	0.8	2.3	1.0	94.3	1.4
Weston Sch of Theol	212	0.0	0.0	0.0	1.4	92.0	6.6
Wheaton C	1,105	0.0	1.9	2.8	0.4	92.4	2.5
Wheelock C	671	0.1	0.1	1.2	1.2	95.7	1.6
Williams C	2,012	0.1	4.2	5.0	1.2	85.5	3.9
Worcester JC	1,480	0.5	1.6	1.1	1.2	93.8	1.8
Worcester Polytechnic Inst	3,812	0.1	1.7	0.3	0.4	91.7	5.8
MICHIGAN							
Adrian C	1,220	0.0%	0.0%	4.2%	1.8%	92.8%	1.2%
Albion C	1,586	0.0	1.2	2.1	0.4	95.0	1.3
Alma C	1,016	0.0	0.5	1.4	0.6	97.0	0.5
Alpena CC	1,878	0.1	0.4	2.4	0.7	96.3	0.1
Andrews U	3,028	0.3	3.9	15.4	8.0	50.7	21.7
Aquinas C	2,831	0.2	0.5	2.6	1.2	94.9	0.6
Baker JC of Business	2,424	0.3	1.6	10.4	1.3	86.3	0.0
Bay De Noc CC	1,801	2.2	0.2	0.0	0.3	97.2	0.1
Calvin C	3,972	0.1	0.4	0.5	0.1	89.6	9.4
Calvin Theol Sem	238	0.0	2.9	1.7	0.8	70.2	24.4
Center for Creative Studies C of Art and Design	1,141	0.0	0.4	6.7	0.9	90.3	1.7
Center for Humanistic Studies	66	0.0	0.0	6.1	0.0	90.9	3.0
Central Michigan U	16,788	0.4	0.3	1.9	0.7	95.3	1.3
Charles S Mott CC	11,158	1.1	0.6	14.1	1.5	82.6	0.1
Cleary C	969	0.0	0.1	11.8	0.4	86.9	0.8
Concordia C	487	0.6	0.2	2.7	0.0	93.2	3.3
Cranbrook Acad of Art	147	0.0	3.4	1.4	0.7	78.9	15.6
Davenport C	4,219	0.5	0.3	6.6	1.1	91.3	0.1
Delta C	10,243	0.4	0.4	8.1	2.9	88.1	0.1
Detroit C of Business	3,318	0.8	0.5	37.5	1.8	59.2	0.2
Detroit C of Law	809	0.2	1.4	6.7	0.6	91.0	0.1
Eastern Michigan U	17,093	0.3	1.2	9.0	1.2	83.6	4.7
Ferris St C	10,546	0.2	0.3	4.0	0.5	94.1	0.9
Glen Oaks CC	1,213	0.2	0.5	1.6	0.5	95.7	1.4
GMI Engr and Mgmt Inst	2,998	0.4	3.8	5.1	1.4	81.9	7.3
Gogebic CC	1,600	0.8	0.2	21.6	0.7	76.7	0.0
Grace Bible C	141	0.7	0.0	2.1	1.4	95.7	0.0
Grand Rapids Bible C and Sem	951	0.2	0.2	1.7	0.5	95.6	1.8
Grand Rapids JC	8,913	0.5	1.4	6.6	1.7	89.3	0.5
MICHIGAN—Continued							
Grand Valley St C	7,153	0.4%	0.4%	3.7%	1.1%	93.1%	1.3%
Great Lakes Bible C	141	0.0	0.0	2.8	1.4	95.7	0.0
Highland Park CC	2,416	0.0	0.1	96.2	0.1	2.2	1.3
Hillsdale C	1,033	0.0	0.0	1.3	0.0	96.8	1.9
Hope C	2,[illegible]50	0.1	0.9	0.6	0.8	95.5	2.0
Jackson CC	6,074	0.6	1.7	10.1	0.7	86.7	0.1
Jordan C	1,711	0.4	0.4	44.0	1.9	52.9	0.6
Kalamazoo C	1,218	0.1	3.4	1.5	0.7	91.5	2.9
Kalamazoo Valley CC	8,281	0.4	0.8	8.4	0.9	87.6	1.8
Kellogg CC	4,553	0.5	0.7	8.6	0.9	88.7	0.6
Kendall Sch of Design	687	0.6	0.6	0.9	1.2	96.4	0.4
Kirtland CC	1,333	0.5	0.0	1.5	0.6	97.4	0.1
Lake Michigan C	3,199	0.2	1.2	12.2	1.3	84.0	1.1
Lake Superior St C	2,783	2.9	0.3	1.1	0.3	74.7	20.7
Lansing CC	19,157	0.7	1.4	5.6	1.8	89.4	1.1
Lawrence Inst of Tech	6,121	0.6	1.5	7.7	1.1	87.2	2.0
Lewis C of Business	377	0.0	0.0	100.0	0.0	0.0	0.0
Macomb CC	30,892	0.5	0.9	1.9	0.6	96.0	0.2
Madonna C	3,878	0.2	0.6	7.3	1.0	88.8	2.2
Marygrove C	1,182	0.3	0.1	66.3	0.8	30.2	0.3
Mercy C of Detroit	2,445	0.1	0.9	31.9	0.7	65.8	0.4
Michigan Christian C	360	0.0	0.6	23.3	1.4	73.6	1.1
Michigan St U	42,193	0.3	1.2	5.8	1.1	87.1	4.5
Michigan Tech U	6,935	0.3	0.9	0.3	0.5	94.8	3.1
Mid Michigan CC	1,761	0.6	0.1	0.4	0.2	97.8	0.9
Monroe County CC	2,860	0.2	0.3	0.7	0.6	98.2	0.0
Montcalm CC	1,398	0.3	0.4	10.9	0.6	87.8	0.0
Muskegon Business C	1,464	0.2	0.3	6.6	2.0	90.9	0.0
Muskegon CC	4,623	1.8	0.6	6.6	1.1	89.9	0.0
Nazareth C	820	0.2	0.4	7.1	1.6	90.7	0.0
North Central Michigan C	1,692	2.3	0.3	0.1	0.5	96.6	0.2
Northern Michigan U	7,824	1.5	0.5	2.8	0.4	94.1	0.9
Northwestern Michigan C	3,222	0.8	0.2	0.1	0.3	98.0	0.6
Northwood Inst	2,079	0.0	0.3	7.0	0.8	87.0	4.9
Oakland CC	26,605	0.4	0.7	6.6	1.4	90.2	0.6
Oakland U	11,935	0.3	1.1	5.0	0.8	92.3	0.5
Olivet C	679	0.4	0.4	13.4	1.3	84.4	0.0
Reformed Bible C	219	0.0	5.0	3.7	3.2	62.1	26.0
Sacred Heart Sem C	203	0.0	2.5	4.4	0.5	92.6	0.0
Saginaw Valley St C	4,833	0.5	0.7	6.4	2.8	89.1	0.5
Saint Clair County CC	3,885	0.2	0.2	1.2	0.4	97.8	0.3
Saint John's Provincial Sem	200	0.0	0.5	0.5	1.5	97.5	0.0
Saint Mary's C	241	0.0	0.0	5.0	0.0	90.9	4.1
Schoolcraft C	8,512	0.3	0.9	1.6	0.2	97.0	0.0
Siena Heights C	1,480	0.1	0.3	7.6	2.4	86.5	3.1
Southwestern Michigan C	2,365	1.1	0.4	7.0	0.8	90.3	0.5
Spring Arbor C	1,046	0.0	0.4	14.4	1.0	82.0	2.2
Thomas M Cooley Law Sch	1,128	0.3	0.4	1.2	0.7	97.4	0.0
U of Detroit	5,820	0.3	1.6	16.8	1.3	73.6	6.4
U of Michigan							
Ann Arbor	34,467	0.4	3.7	4.7	1.6	82.8	6.9
Dearborn	6,321	0.6	1.8	6.6	1.6	89.1	0.2
Flint	5,596	1.1	0.9	9.3	1.7	86.8	0.2
Walsh C of Accountancy and Business Admin	2,025	0.6	1.0	2.6	0.6	95.0	0.1
Washtenaw CC	7,858	0.8	2.2	12.5	0.6	83.4	0.4
Wayne County CC	12,505	0.9	0.9	61.2	1.3	32.7	3.1
Wayne St U	29,070	0.8	3.3	21.9	1.8	69.7	2.5
West Shore CC	1,063	0.5	0.4	0.7	0.5	98.0	0.0
Western Michigan U	20,233	0.2	0.4	5.5	0.5	88.4	5.0
Western Theol Sem	177	0.0	1.1	0.6	0.0	94.9	3.4
William Tyndale C	302	0.0	1.3	21.5	1.3	74.2	1.7
MINNESOTA							
Alexandria Area Tech Inst	1,560	0.8%	0.3%	0.2%	0.2%	98.5%	0.0%
Augsburg C	1,617	1.8	0.7	2.8	0.4	90.8	3.5
Bethany Lutheran C	246	0.4	0.0	1.2	0.4	97.2	0.8
Bethel C	1,831	0.0	0.3	0.2	0.0	98.9	0.6
Bethel Theol Sem	466	0.0	1.1	2.6	0.9	90.8	4.7
Carleton C	1,855	0.3	4.2	4.0	2.3	88.4	0.7
C of Saint Benedict	2,173	0.1	0.7	0.3	0.2	88.9	9.8
C of Saint Catherine	2,395	0.1	0.9	0.8	0.9	95.2	2.1
C of Saint Scholastica	1,434	1.3	0.3	0.7	0.2	96.8	0.7
C of Saint Teresa	474	0.4	0.4	1.1	1.7	94.5	1.9
C of Saint Thomas	6,435	0.4	0.8	0.9	0.8	96.5	0.7
Concordia C at Moorhead	2,467	0.6	0.4	0.4	0.2	96.1	2.3
Concordia C-Saint Paul	741	0.1	4.6	4.3	0.0	85.6	5.4
Crosier Sem	26	0.0	11.5	0.0	0.0	88.5	0.0
Dr Martin Luther C	559	0.4	0.2	0.4	0.0	98.7	0.4
Golden Valley Lutheran C	429	0.9	2.3	7.2	0.2	87.4	1.9
Gustavus Adolphus C	2,214	0.0	0.8	1.0	0.0	97.3	0.8
Luther NW Theol Sem	837	0.2	0.1	0.6	0.4	97.3	1.4
Macalester C	1,696	0.8	1.4	4.1	2.7	77.4	13.7
Mayo Grad Sch of Med	987	0.3	3.2	0.8	0.8	92.4	2.4
Mayo Med Sch	157	1.9	1.3	4.5	2.5	89.8	0.0
Med Inst of Minnesota	226	1.3	1.3	2.7	0.0	94.7	0.0
Minneapolis C of Art Design	604	0.3	1.7	1.3	0.3	93.7	2.6
Minneapolis Bible C	86	0.0	2.3	0.0	0.0	94.2	3.5
Minnesota CC's System							
Anoka-Ramsay CC	4,229	0.3	0.6	0.3	0.4	98.2	0.2
Arrowhead CC Hibbing	4,099	1.6	0.1	0.2	0.0	96.2	1.9
Austin CC	988	0.0	0.2	0.5	0.2	96.1	3.0
Brainerd CC	653	0.8	0.0	0.8	0.0	98.3	0.2
Fergus Falls CC	583	0.2	0.0	1.0	0.0	96.9	1.9
Inver Hills CC	3,624	0.4	0.7	1.3	0.7	96.6	0.4
Lakewood CC	3,948	0.0	0.0	0.0	0.0	100.0	0.0
Minneapolis CC	2,729	3.3	3.1	9.6	0.6	80.7	2.7
Normandale CC	6,349	0.2	1.6	0.6	0.2	97.0	0.5
North Hennepin CC	4,555	0.0	0.0	0.0	0.0	100.0	0.0
Northland CC	703	1.3	0.1	2.0	0.1	96.4	0.0
Rochester CC	3,158	0.3	1.4	0.5	0.2	97.2	0.5
Willmar CC	898	0.8	1.0	0.1	0.7	97.2	0.2
Worthington CC	639	0.0	0.2	0.2	0.0	99.5	0.2
National Ed Ctr-Brown Inst	1,329	0.5	3.2	2.9	0.6	92.7	0.2
North Central Bible C	1,130	0.5	1.7	3.1	1.3	92.0	1.3
Northwest Tech Inst	57	0.0	0.0	0.0	0.0	100.0	0.0
Northwestern C	994	0.6	0.2	0.8	0.0	97.2	1.2
NW C of Chiropractic	533	0.2	0.8	0.8	0.2	97.0	1.1
NW Electronics Inst	1,090	0.6	8.0	1.7	0.2	89.0	0.6
Pillsbury Baptist Bible C	383	0.0	0.0	0.5	0.0	95.8	3.7
Saint John's U	2,024	0.0	0.4	0.1	0.6	97.3	1.5
Saint Mary's C	1,480	0.5	0.3	1.0	0.5	97.5	0.3
Saint Mary's JC	825	1.2	0.8	2.7	1.1	93.9	0.2
Saint Olaf C	3,010	0.1	1.0	0.9	0.1	96.2	1.7
Saint Paul Bible C	636	0.6	3.0	0.8	0.5	94.2	0.9
Saint Paul Tech-Voc Inst	1,952	1.2	12.2	5.2	3.7	77.7	0.0
Sch of the Associated Arts	100	0.0	2.0	1.0	1.0	96.0	0.0
St U System of Minnesota							
Bemidji St U	4,262	3.6	0.2	0.3	0.2	94.6	1.0
Mankato St U	13,845	0.2	0.5	0.6	0.3	95.9	2.5
Metropolitan St U	3,687	1.3	1.1	3.6	0.5	93.5	0.0
Moorhead St U	6,918	0.5	0.4	0.2	0.4	96.7	1.7
Saint Cloud St U	12,363	0.3	0.6	0.6	0.2	96.8	1.5
Southwest St U	2,089	0.2	0.7	0.5	0.1	96.6	1.9
Winona St U	5,265	0.1	0.3	0.2	0.2	97.0	2.2
United Theol Sem	216	2.3	0.5	0.9	0.9	94.0	1.4
U of Minnesota							
Duluth	11,562	1.9	0.5	0.5	0.2	95.1	1.7
Minneapolis-St Paul	62,266	0.4	2.5	1.6	0.8	90.9	3.8
Morris	1,849	1.5	1.4	5.2	1.1	90.1	0.8
Tech C at Crookston	1,147	0.5	0.1	0.6	2.2	95.9	0.7
Tech C at Waseca	1,120	0.1	0.0	0.2	0.0	99.7	0.0
MISSISSIPPI							
Alcorn St U	2,395	0.0%	0.4%	96.5%	0.0%	3.1%	0.0%

Continued on Following Page

FACT-FILE—Continued

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
MISSISSIPPI—Continued							
Belhaven C	730	0.0%	0.3%	4.5%	0.1%	91.9%	3.2%
Blue Mountain C	318	0.0	0.0	3.5	0.0	96.2	0.3
Coahoma JC	1,457	0.0	0.1	97.2	0.0	2.7	0.0
Copiah-Lincoln JC	1,722	0.0	0.1	29.0	0.0	71.0	0.0
Delta St U	3,475	0.0	0.7	18.4	0.1	80.7	0.1
East Central JC	842	8.9	0.0	27.1	0.0	64.0	0.0
East Mississippi JC	1,088	0.1	1.1	34.8	0.3	63.7	0.0
Hinds JC	7,358	0.1	0.4	29.2	0.1	70.1	0.0
Holmes JC	869	0.0	0.3	31.6	0.0	67.8	0.2
Itawamba JC	2,560	0.0	0.0	15.0	0.1	84.8	0.0
Jackson St U	6,088	0.0	0.2	92.5	0.2	4.4	2.8
Jones County JC	2,442	0.2	0.0	21.6	0.0	78.0	0.2
Mary Holmes C	704	0.0	0.3	99.1	0.0	0.3	0.3
Meridian JC	2,541	1.1	0.4	21.3	0.8	76.0	0.4
Millsaps C	1,301	0.0	1.2	5.2	0.4	92.9	0.4
Mississippi C	2,837	0.0	0.2	9.4	0.2	90.0	0.2
Mississippi Delta JC	1,627	0.0	0.2	41.6	0.1	58.1	0.0
Mississippi Gulf Coast JC	6,967	0.6	1.1	13.7	1.0	83.2	0.4
Mississippi St U	12,775	0.1	0.0	10.9	0.0	84.8	4.1
Mississippi U for Women	2,197	0.0	0.5	16.4	0.2	82.7	0.1
Mississippi Valley St U	2,396	0.0	0.1	99.3	0.0	0.4	0.2
Northeast Mississippi JC	2,277	0.0	0.1	10.5	0.0	89.4	0.0
Northwest Mississippi JC	4,136	0.0	0.0	35.0	0.5	64.5	0.0
Pearl River JC	1,615	0.0	0.0	17.6	0.0	82.4	0.0
Prentiss Normal and Industrial Inst	90	0.0	0.0	100.0	0.0	0.0	0.0
Reformed Theol Sem	232	0.0	0.0	4.7	0.4	81.9	12.9
Rust C	870	0.0	0.0	94.7	0.0	0.5	4.8
Southeastern Baptist C	72	0.0	0.0	20.8	0.0	76.4	2.8
Southwest Mississippi JC	1,475	0.0	0.0	27.1	0.0	72.9	0.0
U of Mississippi							
Main campus	8,712	0.1	0.5	6.2	0.2	88.6	4.5
Med Center	1,737	0.1	2.0	9.2	0.5	86.6	1.7
U of Southern Mississippi	13,250	0.3	1.9	12.3	1.1	84.4	0.0
Utica JC	640	0.2	0.2	98.7	0.0	0.8	0.2
Wesley C	81	0.0	0.0	2.5	0.0	97.5	0.0
William Carey C	1,746	0.0	0.2	22.2	0.3	74.6	2.6
Wood JC	390	0.0	0.0	8.5	0.0	88.7	2.8
MISSOURI							
Aquinas Inst	89	0.0%	0.0%	3.4%	0.0%	87.6%	9.0%
Assemblies of God Graduate Sch	223	0.9	0.9	0.4	2.2	86.5	9.0
Avila C	1,662	0.5	0.8	6.9	1.4	90.4	0.0
Bailey Tech Sch	38	0.0	0.0	15.8	7.9	76.3	0.0
Baptist Bible C	1,227	0.5	0.4	1.3	0.6	97.2	0.0
Basic Inst of Tech	188	0.5	0.5	23.4	0.0	75.5	0.0
Calvary Bible C	429	0.2	0.9	2.1	0.7	94.9	1.2
Cardinal Glennon C	80	0.0	0.0	2.5	0.0	97.5	0.0
Central Bible C	1,038	1.0	0.3	0.5	1.5	92.3	4.4
Central Christian C of the Bible	132	0.0	0.0	1.5	0.0	97.7	0.8
Central Methodist C	611	0.2	0.3	6.5	0.2	91.5	1.3
Central Missouri St U	8,979	0.0	0.4	6.7	0.5	89.3	3.1
Cleveland Chiropractic C	369	0.3	0.0	1.4	0.5	93.2	4.6
Columbia C	2,745	1.5	1.4	14.7	2.8	78.5	1.0
Conception Sem C	105	1.0	2.9	1.0	3.8	91.4	0.0
Concordia Sem	616	0.0	1.0	1.6	0.2	95.0	2.3
Cottey C	348	1.1	0.9	0.6	2.3	89.1	6.0
Covenant Theol Sem	144	0.0	0.7	1.4	0.0	87.5	10.4
Crowder C	1,179	0.0	0.1	0.7	0.2	99.0	0.1
Culver-Stockton C	646	0.0	0.2	8.0	0.2	91.6	0.0
DeVry Inst of Tech	2,081	0.1	1.8	7.8	1.0	88.4	1.0
Drury C	2,400	0.4	0.4	3.5	0.7	94.1	0.9
East Central C	2,355	0.2	0.1	0.3	0.3	99.2	0.0
Eden Theol Sem	186	0.0	0.0	2.2	0.0	97.3	0.5
Evangel C	1,777	0.3	0.3	2.2	2.1	94.5	0.5
Fontbonne C	952	0.4	2.3	11.1	0.9	80.9	4.3
Hannibal-LaGrange C	638	0.0	0.3	3.6	0.0	95.9	0.2
Harris-Stowe St C	1,175	0.1	0.3	73.8	0.3	20.7	4.9
International Graduate Sch	112	0.0	4.5	22.3	1.8	71.4	0.0
Jefferson C	3,023	0.2	0.2	0.9	0.4	98.4	0.1
Kansas City Art Inst	475	0.8	1.9	2.5	1.5	90.9	2.3
Kemper Military Sch and C	81	0.0	0.0	18.5	7.4	64.2	9.9
Kenrick Sem	86	0.0	0.0	1.2	1.2	97.7	0.0
Kirksville C of Osteo Med	536	0.4	2.1	1.1	1.3	94.8	0.4
Lincoln U	2,951	0.3	0.7	35.8	0.4	57.2	5.6
Lindenwood C	1,755	0.0	0.1	8.0	0.3	88.8	2.8
Logan C of Chiropractic	633	0.2	0.8	0.8	1.3	94.9	2.1
Maryville C	2,247	0.0	0.5	4.2	0.5	91.4	3.4
Metropolitan CC's System							
Longview CC	5,703	0.2	0.6	4.2	0.8	94.0	0.2
Maple Woods CC	2,704	0.2	0.8	0.4	0.8	97.7	0.1
Penn Valley CC	5,247	0.6	2.9	37.1	3.5	51.0	4.9
Pioneer CC	319	0.3	2.5	72.1	1.6	23.5	0.0
Mineral Area CC	1,609	0.1	0.1	0.3	0.1	99.3	0.1
Missouri Baptist C	478	0.0	0.8	17.4	0.2	80.5	1.0
Missouri Southern St C	4,323	1.0	0.4	0.5	0.4	97.4	0.2
Missouri Valley C	462	0.6	1.1	16.2	1.1	81.0	0.0
Missouri Western St C	4,069	0.4	0.3	3.0	0.9	95.2	0.1
Moberly Area JC	1,050	0.3	0.4	10.1	0.6	87.9	0.8
Nazarene Theol Sem	463	0.0	0.4	0.9	0.9	92.4	5.4
Northeast Missouri St U	7,349	0.1	0.2	2.3	0.2	93.1	4.0
Northwest Missouri St U	4,974	0.0	0.1	2.4	0.2	94.9	2.4
Park C	3,272	0.6	0.4	5.0	4.0	89.0	1.0
Platt C	174	0.0	1.1	1.7	0.0	97.1	0.0
Research C of Nursing	145	0.0	2.1	7.6	0.0	90.3	0.0
Rockhurst C	2,869	0.1	0.9	6.4	2.2	89.7	0.6
Saint Louis Christian C	153	0.0	0.0	3.9	0.0	96.1	0.0
Saint Louis C of Pharmacy	685	0.0	2.6	3.4	0.9	93.1	0.0
Saint Louis CC							
Florissant Valley	11,626	0.3	0.7	18.6	0.8	79.7	0.2
Forest Park	7,351	0.2	1.0	41.8	0.6	55.2	1.2
Meramec	12,649	0.2	0.7	2.4	0.4	96.0	0.3
Saint Louis Consv Music	111	0.0	1.8	2.7	0.9	79.3	15.3
Saint Louis U							
Main campus	8,567	0.2	3.1	8.7	2.5	83.6	1.9
Parks C	1,112	0.1	2.3	4.4	3.1	80.5	9.5
Saint Mary's C of O'Fallon	651	0.0	0.2	1.5	0.0	97.7	0.6
Saint Mary's Sem C	34	0.0	5.9	2.9	5.9	79.4	5.9
Saint Paul Sch of Theol	133	0.8	1.5	2.3	0.0	95.5	0.0
Saint Paul's C	104	0.0	0.0	5.8	0.0	94.2	0.0
Sch of the Ozarks	1,222	0.0	0.0	0.7	0.0	96.4	2.9
Southeast Missouri St U	9,186	0.1	0.3	6.1	0.2	90.3	3.0
Southwest Baptist U	1,792	0.0	1.7	0.5	0.1	97.6	0.1
Southwest Missouri St U	15,121	0.2	0.8	0.8	0.2	97.6	0.4
State Fair CC	1,615	1.9	0.2	3.5	0.5	93.5	0.3
Stephens C	1,094	0.5	0.4	5.9	0.5	91.2	1.6
Tarkio C	620	0.0	0.2	17.9	3.2	77.6	1.1
Three Rivers CC	1,313	0.0	0.0	2.8	0.0	97.2	0.0
Trenton JC	606	0.0	0.0	2.3	0.0	97.7	0.0
U of Missouri							
Columbia	23,585	0.3	1.1	3.6	0.7	89.4	4.9
Kansas City	11,464	0.5	2.4	7.7	1.7	86.2	1.6
Rolla	6,967	0.2	3.1	2.5	1.1	88.2	4.9
St Louis	11,596	0.3	1.1	9.6	0.6	88.0	0.4
Washington U	10,610	0.2	4.9	5.0	1.9	82.9	5.0
Webster U	5,358	0.1	0.7	11.1	1.0	82.7	4.4
Wentworth Military Acad	236	0.0	0.8	7.6	2.1	86.9	2.5
Westminster C	615	0.0	0.8	2.3	0.2	95.3	1.5
William Jewell C	1,991	0.3	0.4	2.6	0.4	95.7	0.7
William Woods C	781	0.3	0.0	2.7	0.0	96.9	0.1
MONTANA							
Blackfeet CC	239	90.0%	0.0%	0.0%	0.0%	10.0%	0.0%
Carroll C	1,528	0.5	0.3	0.2	0.3	97.6	1.1
MONTANA—Continued							
C of Great Falls	1,360	3.8%	1.8%	2.8%	1.8%	89.3%	0.4%
Dawson CC	753	22.7	0.7	0.4	0.0	75.7	0.5
Dull Knife Memorial C	237	93.2	0.0	1.7	0.0	5.1	0.0
Miles CC	813	3.1	0.4	0.0	0.6	95.7	0.2
Montana U System							
Eastern Montana C	4,208	4.4	0.5	0.3	1.0	93.5	0.2
Montana C of Mineral Science and Tech	2,124	0.4	0.1	0.3	0.7	92.1	6.4
Montana St U	11,026	1.5	0.4	0.3	0.2	95.0	2.7
Northern Montana C	1,811	8.7	0.6	0.6	0.8	88.9	0.4
U of Montana	9,213	2.6	0.3	0.5	0.6	93.1	2.9
Western Montana C	894	1.2	0.1	0.0	0.2	98.4	0.0
Rocky Mountain C	503	2.6	0.4	1.8	0.4	90.1	4.8
Salish Kootenai CC	478	67.2	0.0	0.0	0.0	32.8	0.0
NEBRASKA							
Bellevue C	2,605	0.2%	0.6%	6.2%	2.1%	89.1%	1.8%
Bishop Clarkson C of Nursing	517	0.0	0.2	2.5	0.6	96.7	0.0
Central CC	8,209	0.5	0.3	0.2	0.5	98.4	0.0
Chadron St C	2,105	0.3	0.9	0.7	0.7	97.5	0.0
C of Saint Mary	1,055	0.7	0.4	6.3	0.9	91.0	0.8
Concordia Teachers C	968	0.7	0.2	3.0	0.3	94.6	1.1
Creighton U	5,913	0.3	4.0	3.3	2.1	87.6	2.7
Dana C	461	0.2	0.0	3.7	0.0	95.9	0.2
Doane C	736	0.1	0.3	3.4	0.5	89.9	5.7
Grace C of the Bible	272	0.0	0.0	1.1	0.4	95.2	3.3
Hastings C	811	0.1	0.4	1.0	0.4	97.4	0.7
Kearney St C	8,035	0.0	0.4	0.1	0.3	98.8	0.3
Metropolitan Tech CC Area	6,018	2.0	1.0	11.0	1.0	85.0	0.0
Mid-Plains CC Area	2,497	0.0	0.3	0.3	1.3	98.0	0.0
Midland Lutheran C	848	0.0	0.1	6.0	0.2	92.1	1.5
Nebraska Christian C	140	0.0	0.0	1.4	2.1	95.0	1.4
Nebraska Indian CC	289	90.3	0.0	1.0	0.3	8.3	0.0
Nebraska Wesleyan U	1,320	0.2	0.5	0.9	0.2	94.2	4.0
Northeast Tech CC Area	2,298	0.4	0.0	0.0	0.0	99.4	0.1
Peru St C	1,249	0.4	0.1	4.5	0.4	94.4	0.2
Southeast Tech CC Area	5,228	0.2	0.7	1.1	0.5	96.8	0.8
Union C	871	1.6	0.6	4.7	2.2	81.3	9.6
U of Nebraska							
Lincoln	24,228	0.2	0.5	1.6	0.9	91.9	4.8
Med Center	2,495	0.2	1.9	2.2	1.2	93.3	1.3
Omaha	13,832	0.3	0.4	4.7	1.2	91.6	1.9
Wayne St C	2,547	0.4	0.2	1.3	0.2	97.3	0.6
Western Tech CC Area	1,480	1.2	0.1	0.6	4.6	93.3	0.1
York C	395	0.3	0.3	5.1	1.3	92.7	0.5
NEVADA							
Old C	155	0.0%	1.9%	1.3%	2.6%	90.3%	3.9%
Sierra Nevada C	152	0.0	2.0	0.0	3.9	92.8	1.3
U of Nevada System							
Las Vegas	10,989	0.4	3.2	5.6	4.2	85.6	1.0
Reno	9,681	0.6	1.8	1.4	1.8	90.4	3.7
Clark County CC	9,824	6.8	2.6	8.1	3.5	78.6	0.4
Northern Nevada CC	1,520	4.5	0.6	0.1	3.3	91.4	0.0
Truckee Meadows CC	7,430	2.1	2.9	1.7	2.8	90.0	0.5
Western Nevada CC	3,256	4.1	1.3	0.6	1.7	92.3	0.0
NEW HAMPSHIRE							
Castle JC	149	0.0%	0.0%	0.0%	2.0%	98.0%	0.0%
Colby-Sawyer C	449	0.0	0.2	0.2	0.0	98.7	0.9
Daniel Webster C	1,156	0.0	0.6	1.7	0.7	96.7	0.3
Dartmouth C	4,622	1.0	1.8	4.9	0.8	87.4	4.1
Franklin Pierce C	2,293	0.3	0.4	2.5	0.9	94.9	0.9
Franklin Pierce Law Center	325	0.0	0.3	1.2	0.3	98.2	0.0
Hawthorne C	628	0.0	0.0	1.6	0.0	94.6	3.8
Hesser C	1,983	0.0	0.4	1.1	0.2	98.2	0.2
Magdalen C	70	0.0	1.4	0.0	2.9	90.0	5.7
McIntosh C	547	0.0	0.0	2.7	0.9	96.3	0.0
New England C	1,241	0.0	0.0	0.4	0.2	84.2	15.2
New Hampshire C	7,262	0.0	0.4	2.5	3.0	90.7	3.3
New Hampshire Tech Inst	1,989	0.1	0.0	0.1	0.0	99.8	0.0
NH Voc-Tech C's							
Berlin	275	0.0	0.0	0.0	0.0	100.0	0.0
Claremont	375	0.0	0.3	0.5	0.3	98.7	0.3
Laconia	214	0.0	0.5	0.0	0.0	99.5	0.0
Manchester	1,534	0.0	0.5	0.4	0.0	99.2	0.0
Stratham	673	0.0	0.1	0.1	0.0	99.7	0.0
Notre Dame C	764	1.3	0.5	0.5	0.5	97.0	0.1
Rivier C	2,257	0.1	0.4	0.1	0.5	98.4	0.3
Saint Anselm C	1,917	0.1	0.2	0.2	0.3	98.9	0.4
U Sys of New Hampshire							
Keene St C	3,512	0.2	0.1	0.2	0.1	99.1	0.3
Plymouth St C	3,577	0.2	0.3	0.5	0.3	98.4	0.3
Sch of Lifelong Learning	1,416	0.4	0.6	0.8	0.2	97.9	0.0
U of New Hampshire	12,314	0.3	0.3	0.4	0.3	97.7	1.0
U of NH Manchester	365	0.0	0.3	0.5	0.0	99.2	0.0
White Pines C	63	0.0	0.0	1.6	1.6	92.1	4.8
NEW JERSEY							
Assumption C for Sisters	18	0.0%	16.7%	0.0%	0.0%	83.3%	0.0%
Atlantic CC	4,019	0.9	1.1	10.5	2.8	83.3	1.3
Bergen CC	11,247	0.5	2.4	4.5	5.1	85.5	1.9
Berkeley Sch	715	0.0	0.0	6.6	7.7	85.5	0.3
Beth Medrash Govoha	955	0.0	0.0	0.0	0.8	91.5	7.6
Bloomfield C	1,631	0.2	1.7	37.5	5.3	54.5	0.7
Brookdale CC	11,089	0.2	2.4	5.4	1.7	90.3	0.0
Burlington County C	5,835	0.5	2.2	12.9	2.3	81.6	0.4
Caldwell C	704	0.1	1.3	8.5	4.4	84.2	1.4
Camden County C	8,148	0.1	1.4	9.9	1.7	86.9	0.0
Centenary C	1,160	0.5	0.3	6.0	0.2	91.9	1.0
C of Saint Elizabeth	919	0.0	0.8	6.9	2.9	87.6	1.8
County C of Morris	11,000	0.1	1.8	1.4	2.1	93.6	1.0
Cumberland County C	2,335	2.4	0.0	13.1	6.9	77.0	0.4
Don Bosco C	66	0.0	7.6	1.5	9.1	66.7	15.2
Drew U	2,380	0.0	1.8	4.5	1.3	88.7	3.7
Essex County C	5,806	0.1	4.9	62.4	16.1	8.0	8.5
Fairleigh Dickinson U							
Edward Williams C	1,061	0.1	3.1	19.5	7.6	67.6	2.1
Florham Park-Madison	4,275	0.2	1.5	2.5	1.1	94.1	0.6
Rutherford	3,090	0.2	1.8	6.1	5.0	83.3	3.7
Teaneck	7,011	0.3	2.9	6.2	4.3	79.1	7.2
Felician C	627	0.0	3.0	6.5	3.3	86.4	0.6
Georgian Court C	1,572	0.1	0.2	4.1	2.7	92.6	0.3
Glassboro St C	8,714	0.6	1.5	10.1	4.3	83.3	0.3
Gloucester County C	3,565	0.6	0.0	7.5	0.5	77.1	14.2
Hudson County CC	3,477	0.0	5.6	17.1	54.1	21.1	2.2
Immaculate Conception Sem	151	0.0	1.3	2.0	4.0	92.7	0.0
Jersey City St C	8,449	0.4	5.3	16.8	15.8	58.3	3.4
Kean C of New Jersey	12,758	0.2	1.7	10.5	9.0	75.9	2.7
Mercer County CC	9,171	0.3	2.0	13.3	2.6	81.2	0.6
Middlesex County C	11,197	0.3	4.2	5.9	5.9	82.9	0.8
Monmouth C	4,224	0.1	1.6	3.6	1.5	91.4	1.8
Montclair St C	14,241	1.3	0.9	6.4	6.6	83.4	1.4
New Brunswick Theol Sem	120	0.0	6.7	31.7	10.8	50.8	0.0
New Jersey Inst of Tech	7,540	0.1	8.4	7.1	6.4	70.2	7.8
Northeastern Bible C	263	0.8	2.7	12.2	5.3	77.2	1.9
Ocean County C	5,612	0.5	0.4	1.3	0.8	97.0	0.1
Passaic County CC	2,987	0.5	5.5	27.5	37.4	29.2	0.0
Princeton Theol Sem	859	0.1	3.0	3.3	1.0	84.6	7.9
Princeton U	6,277	0.2	4.4	5.1	3.5	72.7	14.1
Rabbinical C of America	230	0.0	0.0	0.0	0.0	64.8	35.2
Ramapo C of New Jersey	4,611	0.2	0.3	4.9	2.6	90.5	1.5
Rider C	5,062	0.2	0.3	1.9	0.9	95.5	1.1
NEW JERSEY—Continued							
Rutgers U							
Camden	4,732	0.2%	2.1%	9.0%	2.7%	85.8%	0.3%
Newark	9,381	0.1	3.7	20.4	7.7	66.3	1.8
New Brunswick	33,728	0.1	5.0	7.2	3.7	81.3	2.7
Saint Peter's C	4,022	0.4	3.7	8.8	14.9	71.2	0.9
Salem CC	1,177	0.3	0.7	14.5	1.0	83.2	0.3
Seton Hall U	8,965	0.1	0.9	6.2	3.6	88.1	1.1
Somerset County C	4,626	0.1	2.0	2.4	1.1	94.6	0.0
Stevens Inst of Tech	3,323	0.0	8.6	2.5	4.5	69.5	15.0
Stockton St C	4,750	0.3	0.8	9.0	1.6	88.0	0.3
Talmudical Acad of NJ	44	0.0	0.0	0.0	0.0	100.0	0.0
Thomas A Edison C	4,231	0.0	0.0	7.3	2.5	83.5	6.8
Trenton St C	8,826	0.3	0.7	7.3	1.7	89.0	0.9
Union County C	8,008	0.0	1.9	13.3	6.5	78.3	0.0
U of Med and Dentistry of New Jersey	2,095	0.0	4.9	8.3	6.5	79.2	1.1
Upsala C	1,822	0.2	1.4	21.7	4.2	71.7	0.8
Westminster Choir C	396	0.0	0.8	8.8	1.5	80.8	8.1
William Paterson C	10,033	0.2	1.1	5.6	3.6	89.5	0.0
NEW MEXICO							
C of Sante Fe	854	7.6%	1.3%	3.7%	39.2%	44.8%	3.3%
C of the Southwest	211	0.0	0.0	3.3	9.0	87.2	0.5
Eastern New Mexico U							
Main campus	5,571	1.6	0.8	5.6	15.0	74.6	2.3
Roswell	1,285	1.4	0.5	2.6	24.2	71.1	0.3
New Mexico Highlands U	2,105	3.0	0.4	3.1	71.7	20.5	1.2
NM Inst of Mining & Tech	1,244	1.8	1.9	0.6	6.9	80.1	8.6
New Mexico JC	2,594	0.7	0.5	3.6	10.7	84.3	0.2
New Mexico Military Inst	424	0.7	5.2	9.7	15.8	63.9	4.7
New Mexico St U							
Main campus	13,540	1.9	0.5	1.3	24.8	68.0	3.4
Alamogordo	1,396	1.6	0.9	4.0	14.1	79.4	0.0
Carlsbad	921	0.8	0.2	0.9	18.8	79.4	0.0
Grants	507	11.8	0.2	0.4	31.2	56.4	0.0
Northern New Mexico CC	1,047	6.5	0.1	0.4	73.8	19.0	0.2
San Juan C	2,218	24.5	0.3	0.3	8.8	65.6	0.5
Santa Fe CC	1,821	2.5	0.1	0.2	53.4	43.8	0.0
U of Albuquerque	1,181	8.3	1.1	4.6	30.0	52.8	3.2
U of New Mexico							
Main campus	26,079	3.1	1.4	1.9	22.8	68.3	2.5
Gallup	1,491	53.1	0.7	0.7	11.2	34.3	0.0
Western New Mexico U	1,840	2.3	0.7	3.0	41.1	51.6	1.2
NEW YORK							
Acad of Aeronautics	1,485	0.0%	6.1%	19.9%	28.0%	45.9%	2.0%
Adelphi U	10,717	0.1	1.5	10.3	3.4	84.7	0.0
Albany C of Pharmacy	633	0.2	1.3	1.4	0.3	95.6	1.3
Albany Law Sch	698	0.1	1.0	2.7	1.9	94.0	0.3
Albany Med C	593	0.0	7.1	1.5	1.7	89.5	0.2
Alfred U	1,645	0.1	0.1	2.2	0.6	96.5	0.4
American Acad of Dramatic Arts	249	0.0	1.2	7.6	2.0	78.3	10.8
American Acad McAllister Inst of Funeral Service	154	0.0	0.6	30.5	3.9	63.6	1.3
Bank Street C of Ed	443	0.2	1.8	10.8	12.4	74.7	0.0
Bard C	707	0.0	0.7	3.5	3.0	88.4	4.4
Berkeley Sch	723	0.0	0.1	10.9	3.0	85.1	0.8
Berkeley Sch-Hicksville	352	0.0	0.6	10.8	3.4	85.2	0.0
Berkeley Sch of New York	735	0.0	0.3	18.8	28.0	52.1	0.8
Beth Israel Sch Nursing	184	0.0	4.3	13.0	7.1	73.9	1.6
Boricua C	951	0.0	0.0	0.3	99.5	0.2	0.0
Bramson ORT Tech Inst	151	2.0	11.3	19.9	8.5	58.3	0.0
Briarcliffe Secretarial Sch	622	0.0	0.2	8.0	5.1	86.0	0.6
Brooklyn Law Sch	1,183	0.1	2.1	5.8	5.0	87.0	0.0
Bryant & Stratton Bus Inst	1,282	1.1	0.9	32.9	4.5	60.6	0.0
Bryant & Stratton Bus Inst	5,704	0.6	0.5	16.2	0.9	81.8	0.0
Bryant & Stratton Bus Inst	1,561	0.8	0.1	15.8	0.1	83.2	0.0
Canisius C	4,383	0.1	0.5	6.9	0.8	91.6	0.0
Cathedral C of the Immaculate Conception	91	0.0	2.2	8.8	11.0	78.0	0.0
Cazenovia C	801	0.4	0.1	6.5	0.9	91.9	0.2
Central City Business Inst	1,057	2.6	0.0	12.7	0.9	83.8	0.0
Central Yeshiva Tomchei Tmimim Lubavitz	383	0.0	0.0	0.0	0.0	60.3	39.7
Christ The King Sem	140	0.0	0.0	2.9	0.0	97.1	0.0
City U of New York							
Bernard Baruch C	15,581	1.1	7.8	19.4	13.1	56.4	2.2
Mount Sinai Sch of Med	469	0.0	7.0	3.8	7.9	81.2	0.0
Clarkson U	4,183	0.3	0.5	0.1	0.2	94.5	4.4
Cochran Sch of Nursing	85	0.0	0.0	17.6	2.4	77.6	2.4
Colgate Rochester Divinity Sch Bexley Hall-Crozer Theol Sem	273	0.7	1.1	15.4	0.0	82.4	0.4
Colgate U	2,615	0.2	3.7	3.6	2.1	88.5	2.0
C for Human Service	287	1.0	0.3	76.0	12.9	9.8	0.0
C of Insurance	1,093	0.0	5.9	11.1	11.3	67.9	3.9
C of Mt Saint Vincent	1,079	0.1	0.7	6.9	8.2	83.2	0.8
C of New Rochelle	4,826	0.0	0.5	50.0	8.5	40.6	0.4
C of Saint Rose	2,840	0.1	0.1	1.6	0.6	96.4	1.1
Columbia U							
Main division	17,017	0.2	8.3	4.2	3.4	82.4	1.5
Barnard C	2,187	0.0	12.4	4.8	3.7	74.7	4.3
Teachers C	3,538	0.0	2.5	10.0	5.8	73.0	6.8
Concordia C	560	0.0	1.8	9.5	3.2	75.0	10.5
Cooper Union	1,065	0.1	14.5	2.5	3.8	73.0	6.2
Cornell U							
Endowed C's	10,462	0.3	7.7	4.6	3.9	73.4	10.2
Med Center	526	0.0	3.8	7.8	5.3	80.0	3.0
Statutory C's	7,958	0.3	3.7	5.7	3.0	86.7	0.7
Culinary Inst of America	1,841	0.1	0.7	1.8	0.5	94.7	2.2
Daeman C	1,603	0.4	0.4	15.8	2.9	79.6	0.8
Darkei No'am Rabbinical C	55	0.0	0.0	0.0	0.0	100.0	0.0
Dominican C of Blauvelt	1,643	0.0	2.7	3.6	3.4	89.8	0.5
Dowling C	1,836	0.0	0.7	4.5	2.1	92.2	0.6
D'Youville C	1,272	1.1	0.5	13.4	5.3	79.2	0.5
Elizabeth Seton C	1,291	0.0	3.0	35.1	11.0	50.0	0.9
Elmira C	2,090	0.4	0.8	1.8	0.6	94.8	1.6
Five Towns C	358	0.3	0.6	9.5	2.2	86.6	0.8
Fordham U	12,340	0.2	1.4	6.8	7.1	83.0	1.4
Friends World C	238	0.4	0.4	5.0	2.1	82.8	9.2
General Theol Sem	162	0.6	0.0	4.3	0.6	91.4	3.1
Hadar Hatorah Rabbinical Sem	275	0.0	0.0	0.0	0.0	100.0	0.0
Hamilton C	1,626	0.1	1.4	2.9	1.2	92.2	2.3
Hartwick C	1,441	0.1	0.3	0.4	0.3	96.8	1.9
Hilbert C	709	0.6	0.0	3.4	1.1	94.8	0.1
Hobart and Smith C's	1,829	0.0	0.4	5.1	0.7	92.4	1.3
Hofstra U	6,794	0.3	1.3	5.3	2.9	88.9	1.4
Houghton C	1,262	0.3	1.0	3.4	1.0	91.0	3.2
Inst for Advanced Studies in Humanities	289	0.0	0.0	0.0	0.0	90.7	9.3
Inst of Design and Construction	197	0.0	2.5	23.9	13.7	57.4	2.5
Interboro Inst	854	0.0	0.4	78.1	16.7	4.4	0.4
Iona C	6,140	0.2	0.8	5.5	3.5	89.3	0.7
Ithaca C	5,486	0.3	0.6	2.0	0.9	94.6	1.6
Jamestown Business C	312	0.3	0.0	0.0	0.0	99.7	0.0
Jewish Theol Sem America	382	0.0	0.0	0.0	0.0	91.4	8.6
Juilliard Sch	1,153	0.1	7.5	1.7	2.0	69.9	18.8
Katharine Gibbs Sch	273	0.0	0.0	2.9	0.7	96.0	0.4
Katharine Gibbs Sch	443	0.2	0.7	7.2	8.1	83.7	0.0
Keuka C	420	1.0	0.7	3.8	1.4	93.1	0.0
King's C	708	0.3	1.8	6.2	3.4	87.3	1.0

NEW YORK—Continued	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Lab Inst of Merchandising	259	0.0%	0.0%	11.2%	5.8%	82.6%	0.4%
Le Moyne C	2,213	0.0	0.5	1.4	0.7	97.2	0.1
Long Island C Hospital Sch of Nursing	151	0.7	1.3	31.8	7.9	58.3	0.0
Long Island U							
Brooklyn	4,690	0.4	5.9	38.3	11.2	38.6	5.7
C W Post	9,265	0.2	1.0	8.5	2.2	86.8	1.3
Southampton	590	0.0	0.2	9.5	3.7	84.9	1.7
Machzikei Hadath Rabbinical C	76	0.0	0.0	0.0	0.0	100.0	0.0
Manhattan C	4,737	0.0	1.7	2.8	6.8	85.0	3.7
Manhattan Sch of Music	801	0.5	7.7	3.7	2.9	70.4	14.7
Manhattanville C	1,275	0.0	1.6	6.9	4.5	80.8	6.3
Mannes C of Music	418	0.0	6.0	2.2	3.3	83.7	4.8
Maria C of Albany	957	0.0	0.2	2.9	1.1	95.7	0.0
Maria Regina C	518	0.2	0.2	3.5	1.0	94.8	0.4
Marist C	4,219	0.1	0.4	8.5	4.1	85.8	1.1
Maryknoll Sch of Theol	114	0.0	0.0	0.9	0.0	89.5	9.6
Marymount C	1,202	0.0	1.3	10.7	5.2	82.8	0.0
Marymount Manhattan C	1,895	0.0	2.2	18.3	10.8	65.9	2.9
Mater Dei C	550	12.7	0.5	2.2	1.5	82.9	0.2
Medaille C	787	0.6	0.1	45.7	1.0	52.1	0.4
Mercy C	8,137	2.0	0.6	18.1	9.4	55.2	14.8
Mesivta Eastern Parkway Rabbinical Sem	45	0.0	0.0	0.0	0.0	95.6	4.4
Molloy C	1,656	0.1	0.8	6.9	1.6	90.3	0.3
Monroe Business Inst	2,251	0.0	1.1	47.8	42.0	8.9	0.1
Mt Saint Alphonsus Sem	30	0.0	0.0	10.0	6.7	83.3	0.0
Mount Saint Mary C	1,131	0.0	0.4	10.9	3.3	85.5	0.0
Nazareth C of Rochester	2,532	0.2	0.7	3.0	0.9	95.2	0.1
New Sch for Social Research	6,371	0.4	4.3	7.8	4.8	78.6	4.1
New York Chiropractic C	846	0.0	0.7	0.2	1.5	95.5	2.0
NY C Podiatric Med	552	0.0	2.5	10.3	3.3	83.9	0.0
New York Inst of Tech							
Main campus	9,473	0.0	0.9	3.5	1.6	84.5	9.5
New York	3,605	0.1	1.5	6.4	3.1	62.1	26.8
New York Law Sch	1,216	0.2	3.0	5.9	6.4	84.0	0.4
New York Med C	1,268	0.1	5.0	5.0	3.6	84.8	1.6
New York Sch of Interior Design	23	0.0	0.0	0.0	0.0	0.0	100.0
New York Theol Sem	235	0.4	5.5	48.1	8.9	37.0	0.0
New York U	33,014	0.2	7.1	5.2	5.0	78.1	4.4
Niagara U	3,347	0.6	0.9	5.6	1.0	79.6	12.4
Nyack C	874	0.0	4.9	5.0	4.8	83.1	2.2
Ohr Hameir Theol Sem	31	0.0	0.0	0.0	0.0	100.0	0.0
Olean Business Inst	156	0.6	0.0	0.0	0.0	99.4	0.0
Pace U							
New York	12,771	0.6	6.8	19.5	10.3	60.5	2.3
Pleasantville-Briarcliff	4,552	0.9	1.2	3.3	2.6	91.2	0.8
White Plains	4,968	0.8	1.9	4.7	2.2	89.1	1.3
Paul Smith's C of Arts and Sciences	891	0.0	0.0	0.4	0.3	97.8	1.5
Plaza Business Inst	387	0.0	1.0	38.5	38.5	21.2	0.8
Polytechnic Inst of NY	5,105	0.0	22.9	5.6	4.7	57.9	8.9
Pratt Inst	3,603	0.0	6.6	14.9	6.2	59.6	12.7
Rabbi Isaac Elchanan Theol Sem	236	0.0	0.0	0.0	0.0	97.0	3.0
Rabbinical Sem M'kor Chaim	85	0.0	0.0	0.0	0.0	100.0	0.0
Rensselaer Poly Inst	6,811	0.1	4.9	2.0	2.6	80.9	9.5
Rika Breuer Teachers Sem	103	0.0	0.0	0.0	0.0	100.0	0.0
Roberts Wesleyan C	631	1.3	1.7	3.6	1.7	86.7	4.9
Rochester Business Inst	363	0.0	0.0	23.1	1.4	74.9	0.6
Rochester Inst of Tech	14,326	0.3	1.8	2.9	1.1	92.4	1.6
Rockefeller U	107	0.0	4.7	0.0	0.9	72.9	21.5
Russell Sage C							
Main campus	3,426	0.2	0.6	2.2	0.4	95.9	0.7
JC of Albany	1,126	0.0	1.0	21.1	3.0	72.6	2.3
Saint Anthony on Hudson Sem	39	0.0	0.0	0.0	0.0	92.3	7.7
Saint Bernard's Inst	84	0.0	0.0	0.0	1.2	98.8	0.0
Saint Bonaventure U	2,675	0.2	0.3	0.6	0.3	97.8	0.8
Saint Francis C	2,422	0.4	2.5	23.0	9.4	62.5	2.2
Saint John Fisher C	2,259	0.3	0.4	3.2	0.8	95.0	0.3
Saint John's U	19,123	[illegible]	2.2	4.5	3.3	87.3	2.7
Saint Joseph's C							
New York	928	0.0	12.2	40.1	7.2	38.7	1.8
Branch campus	1,440	0.0	0.3	3.3	8.3	88.1	0.0
Saint Joseph's Sem & C	208	0.0	0.0	1.4	4.3	93.8	0.5
Saint Lawrence U	2,338	1.1	0.4	1.5	0.3	94.0	2.7
Saint Thomas Aquinas C	1,964	0.0	0.6	4.2	3.5	91.7	0.0
Saint Vladimir's Orthodox Theol Sem	89	0.0	0.0	0.0	0.0	86.5	13.5
Sara Schenirer Teachers Sem	123	0.0	0.0	0.0	0.0	99.2	0.8
Sarah Lawrence C	1,063	0.3	2.0	3.0	2.3	90.3	2.2
Sch of Visual Arts	5,082	0.0	3.8	7.3	4.8	82.5	1.6
Sem of the Immaculate Conception	180	0.0	0.0	1.7	3.9	92.8	1.7
Siena C	3,318	0.0	0.7	1.4	0.8	97.0	0.1
Skidmore C	2,537	0.0	1.3	4.1	1.3	92.0	1.3
St U of New York							
Albany	15,938	0.2	1.9	4.4	2.3	87.6	3.5
Binghamton	11,964	0.1	2.3	3.3	1.9	90.2	2.2
Buffalo							
Main campus	22,953	0.5	3.5	5.7	1.7	82.3	6.3
Health Sciences Center	3,207	0.6	3.0	3.8	1.0	87.2	4.3
Stony Brook							
Main campus	14,676	0.2	6.7	5.9	4.2	74.4	6.7
Health Sciences Center	1,572	0.1	2.9	4.8	3.6	86.9	1.7
Empire St C	5,661	0.2	1.1	11.2	4.0	82.9	0.5
C at Brockport	7,162	0.3	0.7	7.2	1.5	88.9	1.3
C at Buffalo	11,548	0.5	0.5	8.7	1.3	87.4	1.5
C at Cortland	6,430	0.3	0.8	1.6	1.1	95.4	0.7
C at Fredonia	4,985	0.2	0.4	2.1	0.7	96.2	0.4
C at Geneseo	5,282	0.2	0.2	0.8	0.5	98.3	0.0
C at New Paltz	7,344	1.1	1.4	10.9	4.0	79.7	2.9
C at Old Westbury	3,743	4.5	2.3	33.0	10.9	46.3	3.0
C at Oneonta	5,884	0.1	0.4	1.5	0.8	96.0	1.2
C at Oswego	7,694	0.2	0.5	1.9	1.1	95.8	0.4
C at Plattsburgh	6,044	0.2	0.3	2.4	0.9	94.1	2.1
C at Potsdam	4,416	0.2	0.4	0.3	0.5	98.2	0.3
C at Purchase	3,865	0.1	0.3	3.5	2.4	91.9	1.9
Downstate Med Center	1,320	0.0	2.7	14.2	3.9	77.2	2.0
Upstate Med Center	931	1.1	2.3	2.7	1.9	91.2	0.9
C of Optometry	248	0.0	3.6	3.6	1.6	90.3	0.8
A&T at Alfred	3,837	1.0	0.5	1.2	0.5	96.7	0.1
A&T at Canton	2,326	0.1	0.1	0.0	0.0	99.7	0.0
A&T at Cobleskill	2,734	0.0	0.3	1.2	1.0	97.1	0.3
A&T at Delhi	2,389	0.2	0.2	2.6	1.0	95.9	0.1
A&T at Farmingdale	12,987	0.1	0.8	4.6	2.2	92.2	0.1
A&T at Morrisville	3,054	0.2	0.5	4.9	0.9	93.3	0.2
C of Environmental Science & Forestry	1,496	0.0	0.6	0.8	0.2	91.2	7.2
Maritime C	1,029	0.4	1.7	1.7	1.5	84.5	10.2
C of Tech at Utica-Rome	2,189	0.2	0.9	2.5	0.8	94.2	1.4
Fashion Inst of Tech	10,732	0.0	11.0	14.9	10.0	61.9	2.2
C of Ceramics Alfred U	778	0.0	0.9	0.6	0.4	91.6	6.4
Adirondack CC	2,878	0.2	0.1	0.9	0.5	98.0	0.2
Broome CC	6,475	0.2	1.0	2.0	0.4	94.9	1.3
Cayuga County CC	3,053	0.1	0.3	2.5	1.0	96.1	0.0
Clinton CC	1,586	0.3	0.6	9.6	4.1	85.4	0.0
Columbia-Greene CC	1,356	0.4	0.1	3.6	0.6	93.6	1.6
CC of the Finger Lakes	2,952	0.2	0.2	1.5	0.2	97.9	0.1
Corning CC	3,136	0.2	0.4	1.8	0.2	97.4	0.1
Dutchess CC	7,084	0.2	1.7	6.7	1.8	89.0	0.6

NEW YORK—Continued	Total	American Indian	Asian	Black	Hispanic	White	Foreign
St U of New York—Continued							
Erie CC							
North	5,549	0.3%	0.5%	11.0%	1.9%	85.8%	0.5%
City	2,273	0.0	0.2	9.3	0.6	89.5	0.4
South	3,233	0.5	0.8	12.3	2.9	83.0	0.6
Fulton-Montgomery CC	1,824	0.8	0.4	1.9	1.5	90.6	4.7
Genesee CC	2,636	0.4	0.1	1.3	0.1	98.1	0.1
Herkimer County CC	2,011	0.0	0.0	1.3	0.0	98.5	0.1
Hudson Valley CC	8,040	0.7	0.7	2.3	0.4	94.9	1.0
Jamestown CC	3,947	1.1	0.3	1.5	0.9	96.3	0.0
Jefferson CC	1,750	0.2	0.3	1.3	0.2	97.9	0.1
Mohawk Valley CC	6,359	0.3	0.3	6.7	0.8	91.6	0.3
Monroe CC	11,479	0.4	2.0	7.8	1.9	88.0	0.0
Nassau CC	21,132	0.4	1.1	8.2	3.1	87.0	0.2
Niagara County CC	4,518	1.3	0.0	5.3	0.7	91.7	1.0
North Country CC	1,687	1.2	0.4	1.0	0.4	97.0	0.0
Onondaga CC	7,262	0.4	0.5	2.6	0.4	96.1	0.0
Orange County CC	5,245	0.2	0.6	4.1	3.3	91.4	0.5
Rockland CC	8,949	0.9	2.9	10.4	4.5	80.6	0.8
Schenectady County CC	3,216	0.5	0.9	5.8	0.8	92.0	0.1
Suffolk County CC							
Selden	12,542	0.2	0.6	3.0	2.1	94.1	0.0
Eastern	1,964	0.1	0.2	2.5	2.4	94.9	0.0
Western	5,109	0.1	0.3	2.5	2.1	94.9	0.0
Sullivan County CC	1,656	0.0	0.3	12.9	1.8	85.0	0.0
Tompkins-Cortland CC	2,803	0.2	0.9	1.7	0.5	95.3	0.9
Ulster County CC	3,197	0.1	0.6	1.7	4.9	92.6	0.2
Westchester CC	7,759	0.3	2.1	12.8	5.1	79.0	0.7
Syracuse U							
Main campus	21,044	0.2	1.4	5.4	1.6	85.5	5.9
Utica C	2,352	0.0	0.7	4.8	0.8	93.2	0.5
Taylor Business Inst	1,372	0.0	1.7	58.1	36.9	2.4	0.9
Tech Career Inst	2,455	0.0	2.5	43.3	9.5	41.1	3.5
Tobe-Coburn Sch of Fashion Careers	521	0.0	3.1	12.7	6.1	76.6	1.5
Torah Temimah Talmudical Sem	101	0.0	0.0	0.0	0.0	100.0	0.0
Touro C	3,433	0.6	0.9	36.5	4.6	45.8	11.7
Trocaire C	993	0.6	0.0	3.8	0.7	94.7	0.2
Union C	3,288	0.0	2.4	1.6	0.7	94.3	0.9
U of Rochester	8,559	0.2	3.7	3.1	1.2	85.2	6.7
Utica Sch of Commerce	331	0.0	0.0	10.0	1.2	88.8	0.0
Vassar C	2,258	0.1	3.7	4.6	1.6	87.9	2.1
Villa Maria C of Buffalo	686	0.0	0.3	15.0	0.1	84.5	0.0
Wadhams Hall Sem-C	65	0.0	0.0	1.5	0.0	76.9	21.5
Wagner C	2,235	0.1	0.5	6.0	1.2	72.7	19.6
Webb Inst of Naval Architecture	87	0.0	1.1	0.0	1.1	97.7	0.0
Wells C	475	0.2	0.8	2.7	0.6	93.3	2.3
Wendell Castle Workshop	26	0.0	0.0	3.8	0.0	92.3	3.8
Westchester Business Inst	797	0.0	1.3	35.9	12.7	49.2	1.0
Wood Sch	451	0.0	0.7	16.6	26.8	55.9	0.0
Yeshiva Karlin Stolin Inst	84	0.0	0.0	0.0	0.0	89.3	10.7
Yeshiva U	4,146	0.0	2.2	1.7	2.1	90.4	3.5

NORTH CAROLINA	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Anson Tech C	572	0.2%	0.0%	29.9%	0.2%	69.8%	0.0%
Asheville Buncombe Tech C	2,406	0.9	0.0	4.9	0.0	93.8	0.4
Atlantic Christian C	1,348	0.5	0.5	11.1	0.2	86.6	1.1
Barber-Scotia C	389	0.0	0.5	99.5	0.0	0.0	0.0
Beaufort County CC	1,086	0.1	0.6	22.4	0.1	76.7	0.1
Belmont Abbey C	890	0.6	0.7	3.5	1.5	90.2	3.6
Bennett C	575	0.0	0.0	99.8	0.0	0.2	0.0
Bladen Tech Inst	380	2.4	0.0	35.3	0.0	62.4	0.0
Blue Ridge Tech C	1,138	0.1	0.5	2.8	0.5	95.8	0.3
Brevard C	658	2.0	0.0	5.3	1.2	88.3	3.2
Brookstone C of Business	44	0.0	0.0	52.3	0.0	47.7	0.0
Brunswick Tech C	463	0.0	0.2	19.7	0.0	80.1	0.0
Caldwell CC and Tech Inst	2,175	0.1	0.3	5.1	0.2	93.9	0.4
Campbell U	3,338	0.5	1.7	8.0	1.6	85.7	2.6
Cape Fear Tech Inst	1,813	0.3	0.5	17.9	0.4	80.6	0.2
Carteret Tech C	1,057	0.4	0.7	6.5	0.9	91.5	0.1
Catawba C	910	0.1	0.5	11.8	0.3	86.9	0.3
Catawba Valley Tech C	2,315	0.2	0.5	5.7	0.3	93.3	0.1
Cecils JC	192	0.5	1.0	9.4	0.5	88.5	0.0
Central Carolina Tech C	1,936	0.3	0.2	18.4	0.5	80.0	0.6
Central Piedmont CC	26,235	0.5	2.3	16.0	0.5	77.9	2.8
Chowan C	911	0.3	2.0	27.2	0.7	66.4	3.4
Cleveland Tech C	1,193	0.3	0.7	19.8	0.2	79.0	0.1
Coastal Carolina CC	3,073	0.3	1.5	16.7	3.0	78.6	0.0
C of the Albemarle	1,487	0.1	0.5	14.6	0.4	84.4	0.0
Craven CC	1,963	0.1	1.1	16.3	2.5	79.8	0.3
Davidson C	1,373	0.0	1.2	3.9	0.4	94.2	0.1
Davidson County CC	2,169	0.3	0.2	7.0	0.2	92.3	0.0
Duke U	10,025	0.1	2.6	4.0	1.3	87.2	4.9
Durham Tech Inst	3,811	0.6	2.5	40.0	0.7	56.2	0.0
East Coast Bible C	279	0.0	1.1	9.0	0.4	89.6	0.0
Edgecombe Tech C	981	0.5	0.1	44.6	0.0	54.7	0.0
Elon C	2,803	0.1	0.2	8.1	0.1	91.0	0.4
Fayetteville Tech Inst	5,473	1.3	1.6	29.9	2.4	64.7	0.1
Forsyth Tech Inst	3,066	0.3	0.6	21.4	0.3	77.5	0.0
Gardner-Webb C	1,885	0.2	0.5	8.4	0.3	90.6	0.1
Gaston C	2,966	0.2	1.1	9.1	0.4	87.8	1.4
Greensboro C	524	1.0	0.0	14.7	0.8	82.1	1.5
Guilford C	1,636	0.6	0.0	4.8	1.0	89.1	4.5
Guilford Tech CC	4,745	0.3	0.8	19.3	0.4	78.6	0.7
Halifax CC	1,008	1.3	0.1	39.8	0.0	58.8	0.0
Hardbarger JC of Business	710	0.8	0.4	33.8	0.4	64.5	0.0
Haywood Tech C	957	0.1	0.3	0.9	0.3	98.0	0.3
High Point C	1,333	0.0	0.6	6.8	1.4	89.6	1.6
Isothermal CC	2,390	0.2	0.1	8.3	0.1	91.3	0.0
James Sprunt Tech C	743	0.1	0.1	37.3	0.3	62.2	0.0
John Wesley C	77	1.3	0.0	1.3	0.0	97.4	0.0
Johnson C Smith U	1,277	0.0	0.0	97.7	0.0	0.2	2.1
Johnston Tech C	1,654	0.8	0.2	20.3	0.1	78.6	0.0
Lees-McRae C	670	0.0	0.0	9.4	0.0	90.0	0.6
Lenoir CC	1,980	0.1	0.3	32.5	0.4	66.8	0.0
Lenoir-Rhyne C	1,475	0.2	0.3	4.9	1.1	92.7	0.7
Livingstone C	741	0.1	0.0	84.8	0.0	15.1	0.0
Louisburg C	725	0.0	0.1	11.7	0.4	87.4	0.3
Mars Hill C	1,357	0.7	0.0	4.1	0.1	94.7	0.5
Martin CC	776	0.0	0.9	35.1	0.3	63.8	0.0
Mayland Tech C	549	0.2	0.4	4.2	0.2	95.1	0.0
McDowell Tech C	599	0.0	0.2	6.7	0.3	92.8	0.0
Meredith C	1,761	0.1	0.5	2.6	0.3	95.7	0.8
Methodist C	953	0.7	1.2	18.8	2.8	74.1	2.4
Mitchell CC	1,332	0.2	0.5	12.9	0.0	86.4	0.0
Montgomery Tech C	506	1.4	0.0	28.1	0.2	70.4	0.0
Montreat-Anderson C	366	0.3	0.0	5.2	0.8	89.3	4.4
Mount Olive C	665	0.2	1.7	16.7	0.5	81.1	0.0
Nash Tech Inst	1,410	2.4	0.1	26.2	0.0	71.2	0.0
North Carolina Wesleyan C	1,143	0.4	0.1	17.1	0.6	80.7	1.1
Pamlico Tech C	134	0.0	0.0	32.1	0.0	67.9	0.0
Peace C	513	0.2	0.4	0.8	0.2	98.4	0.0
Pfeiffer C	811	0.1	0.6	8.1	0.4	90.4	0.4
Piedmont Bible C	322	0.0	0.3	0.9	0.3	96.6	1.9
Piedmont Tech C	415	0.5	0.0	35.2	0.7	63.6	0.0
Pitt CC	2,710	0.1	0.3	24.1	0.0	73.7	1.6
Queens C	1,230	0.2	0.9	7.0	0.3	90.9	0.7
Randolph Tech C	1,144	0.2	0.4	4.5	0.1	[illegible]	0.1
Richmond Tech C	983	4.8	0.1	28.3	0.3	66.4	0.1
Roanoke Bible C	142	0.0	0.0	0.7	0.0	99.3	0.0
Roanoke-Chowan Tech C	710	0.0	0.0	46.6	0.0	53.2	0.1
Robeson Tech C	1,101	30.3	0.4	20.5	0.4	48.4	0.0
Rockingham CC	1,529	0.0	0.1	17.3	0.0	82.7	0.0
Rowan Tech C	1,996	0.2	0.2	13.0	0.0	86.6	0.1

NORTH CAROLINA—Continued	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Rutledge C							
Greensboro	276	0.0%	0.0%	79.7%	0.0%	20.3%	0.0%
Raleigh	246	0.0	0.0	89.8	0.4	8.9	0.8
Winston-Salem	325	0.3	0.9	77.2	0.6	20.6	0.3
Sacred Heart C	379	0.0	2.1	5.0	0.5	57.8	34.6
Saint Andrew's Presbyterian C	736	1.0	0.1	12.2	0.8	84.5	1.4
Saint Augustine's C	1,716	0.0	0.0	100.0	0.0	0.0	0.0
Saint Mary's C	273	0.0	0.0	1.1	0.0	96.0	2.9
Salem C	707	0.6	0.1	1.4	0.3	96.3	1.3
Sampson Tech Inst	836	2.3	0.0	29.4	0.6	67.7	0.0
Sandhills CC	1,718	1.7	0.2	15.2	0.3	82.7	0.0
Shaw U	1,772	0.1	0.0	78.3	0.0	1.0	20.7
Southeastern CC	1,714	3.0	0.6	22.4	0.0	74.0	0.0
Southwestern Tech C	1,215	11.4	0.3	1.5	0.1	86.7	0.0
Stanly Tech C	1,072	0.1	0.3	9.5	0.2	88.9	1.0
Surry CC	2,759	0.1	0.1	3.8	0.1	95.9	0.0
Tech C of Alamance	2,253	0.4	0.3	16.2	0.2	82.9	0.0
Tri-County CC	724	1.2	0.0	0.6	0.1	98.1	0.0
U of North Carolina Sys							
Appalachian St U	10,029	0.3	0.2	4.6	0.5	94.0	0.5
East Carolina U	15,140	0.6	0.6	11.2	0.6	86.0	1.0
Elizabeth City St U	1,557	0.3	0.2	82.7	0.2	15.9	0.8
Fayetteville St U	2,679	0.7	0.4	74.4	1.3	22.4	0.9
North Carolina A&T St U	5,426	0.2	0.4	82.4	0.1	10.7	6.2
North Carolina Central U	4,552	0.1	0.5	82.9	0.3	14.7	1.5
NC Sch of the Arts	505	0.0	0.8	12.3	0.8	84.2	2.0
NC St U Raleigh	23,733	0.3	2.0	8.1	0.7	85.3	3.5
Pembroke St U	2,197	24.6	0.5	14.3	0.5	59.4	0.7
U of North Carolina							
Asheville	2,651	0.1	0.6	4.8	0.6	92.9	0.8
Chapel Hill	21,652	0.6	1.1	8.3	0.7	87.4	1.9
Charlotte	10,830	0.3	1.7	8.6	0.7	84.9	3.8
Greensboro	10,293	0.3	0.7	9.9	0.4	87.1	1.5
Wilmington	5,857	0.2	0.6	7.0	0.5	91.4	0.4
Western Carolina U	6,385	1.4	0.4	5.4	0.4	91.0	1.3
Winston-Salem St U	2,443	0.1	0.4	85.3	0.2	14.0	0.1
Vance-Granville CC	1,373	0.3	0.4	37.9	0.6	60.7	0.0
Wake Forest U	4,961	0.1	0.7	3.3	0.5	94.4	0.9
Wake Tech C	4,332	0.3	1.1	16.5	0.3	80.8	1.0
Warren Wilson C	463	0.2	1.5	2.6	0.2	86.2	9.3
Wayne CC	2,003	0.1	0.3	24.4	0.2	74.8	0.1
Western Piedmont CC	2,055	0.1	0.9	6.4	0.0	92.5	0.0
Wilkes CC	2,935	0.2	0.2	4.1	0.1	95.3	0.2
Wilson County Tech Inst	1,370	0.2	0.1	31.2	0.2	68.2	0.1
Wingate C	1,562	0.2	0.2	5.1	0.1	93.4	1.0

NORTH DAKOTA	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Jamestown C	571	0.5%	0.0%	2.6%	0.4%	96.0%	0.5%
Little Hoop CC	109	87.2	0.0	0.0	0.0	12.8	0.0
Mary C	1,207	6.2	0.2	0.2	0.0	92.6	0.8
ND St Bd of Higher Ed Sys							
Bismarck JC	2,406	1.5	0.2	0.1	0.2	97.5	0.4
Dickinson St C	1,248	1.3	0.0	0.3	0.2	97.4	0.8
Lake Region CC	810	5.7	1.6	2.7	1.1	88.6	0.2
Mayville St C	728	0.7	0.0	0.7	0.1	96.4	2.1
Minot St C	3,047	1.6	0.5	3.3	0.7	90.0	4.0
ND St Sch of Science	2,932	1.7	0.5	0.4	0.1	96.3	0.9
North Dakota State U							
Main campus	9,998	0.5	0.4	0.2	0.1	95.7	3.1
Bottineau	501	3.2	0.0	0.8	0.0	90.2	5.8
U of North Dakota							
Main campus	11,060	2.4	0.5	0.4	0.4	93.3	3.0
Williston	667	4.2	0.3	0.0	0.6	94.8	0.1
Valley City St C	1,044	0.8	0.0	0.3	0.0	98.8	0.2
Northwest Bible C	151	0.0	0.0	6.6	0.0	93.4	0.0
Standing Rock CC	261	95.4	0.0	0.0	0.0	4.6	0.0
Trinity Bible C	420	1.9	0.5	1.2	1.2	94.0	1.2
Turtle Mountain CC	339	92.3	0.0	0.3	0.0	7.4	0.0

OHIO	Total	American Indian	Asian	Black	Hispanic	White	Foreign
ATES Tech Inst	540	0.0%	0.0%	6.3%	5.0%	88.7%	0.0%
Antioch U	3,426	0.5	0.9	20.5	2.3	73.6	2.2
Antonelli Inst of Art and Photography	164	0.0	0.0	8.5	0.0	91.5	0.0
Art Acad of Cincinnati	235	0.0	0.4	4.3	0.4	94.0	0.9
Ashland C	3,211	0.1	0.0	7.8	0.1	88.6	3.3
Athenaeum of Ohio	179	0.0	0.0	2.8	0.0	97.2	0.0
Baldwin-Wallace C	3,705	0.0	3.2	9.2	3.7	82.8	1.1
Belmont Tech C	2,056	0.0	0.0	1.8	0.0	98.2	0.0
Bluffton C	573	0.0	0.0	1.7	0.0	95.3	3.0
Borromeo C of Ohio	122	0.0	0.0	4.9	2.5	91.0	1.6
Bowling Green St U							
Main campus	17,104	0.1	0.6	3.5	0.6	93.7	1.5
Firelands	1,074	0.1	0.0	0.7	0.3	98.9	0.1
Capital U	2,645	0.1	0.3	6.4	0.5	91.9	0.8
Case Western Reserve U	8,352	0.2	4.0	3.6	0.8	80.6	10.8
Cedarville C	1,815	0.1	0.3	0.8	0.4	98.4	0.0
Central Ohio Tech C	1,327	0.3	0.4	2.3	0.4	96.6	0.0
Chatfield C	124	0.0	0.0	0.8	0.0	99.2	0.0
Cincinnati Bible Sem	892	0.0	0.6	1.7	0.3	95.7	1.7
Cincinnati C of Mortuary Science	110	0.0	0.0	10.9	0.0	89.1	0.0
Cincinnati Tech	3,902	0.2	0.5	13.7	0.4	84.9	0.4
Circleville Bible C	186	0.5	0.5	1.1	0.0	96.8	1.1
Clark Tech C	2,399	0.2	0.3	7.7	0.2	91.4	0.3
Cleveland Inst of Art	542	0.2	1.1	6.6	0.6	90.6	0.9
Cleveland Inst of Electronics	23,373	0.0	0.0	0.0	0.0	100.0	0.0
Cleveland Inst of Music	270	0.0	4.1	3.3	2.6	80.0	10.0
Cleveland St U	18,032	0.5	0.7	10.8	0.5	86.0	1.5
C of Mount Saint Joseph-On-The-Ohio	1,942	0.0	0.7	4.4	0.1	94.6	0.2
C of Wooster	1,792	0.2	1.4	4.1	0.3	86.8	7.3
Columbus C of Art and Design	1,285	0.2	1.0	7.2	0.6	88.9	2.0
Columbus Tech Inst	8,484	1.4	0.3	15.4	0.7	81.7	0.4
Cuyahoga CC District	24,972	0.7	1.3	25.9	1.3	69.3	1.5
Davis JC	539	0.2	0.0	7.4	1.5	90.9	0.0
Defiance C	904	0.0	0.0	5.6	2.2	87.2	5.0
Denison U	2,121	0.1	0.8	4.9	0.5	92.7	1.0
DeVry Inst of Tech	3,630	0.1	0.9	12.3	0.6	85.0	1.1
Dyke C	1,313	0.2	0.4	56.7	1.3	41.1	0.4
Edison St CC	2,373	0.4	0.5	0.8	0.2	97.9	0.2
Electronic Tech Inst	1,240	0.0	0.5	13.1	1.6	84.8	0.0
Findlay C	1,415	0.1	0.4	6.1	1.5	85.7	6.3
Franklin U	4,618	0.1	0.8	12.8	0.5	84.1	1.7
Hebrew Union C Jewish Inst of Religion	140	0.0	0.0	0.0	0.0	91.4	8.6
California branch	78	0.0	0.0	0.0	0.0	94.9	5.1
Heidelberg C	968	0.2	0.3	4.0	1.1	88.3	6.0
Hiram C	1,108	0.0	0.5	3.8	0.3	95.4	0.0
Hocking Tech C	3,665	0.0	0.0	0.8	0.1	97.2	1.9
ITT Tech Inst	556	0.0	0.7	4.1	0.0	95.1	0.0
Jefferson Tech C	1,449	0.0	0.1	4.3	0.1	95.4	0.1
John Carroll U	3,666	0.0	0.8	3.4	1.0	94.3	0.5
Kent St U							
Main campus	20,324	0.1	0.6	5.6	0.5	89.9	3.3
Ashtabula	850	0.2	0.4	1.5	0.5	97.1	0.4
East Liverpool	629	0.3	0.2	6.0	0.0	93.3	0.2
Salem	568	0.0	0.0	1.2	0.4	98.4	0.0
Stark County	1,647	0.1	0.4	5.2	0.2	93.8	0.2
Trumbull	1,585	0.3	0.2	7.4	0.1	92.0	0.0
Tuscarawas	955	0.1	0.1	0.9	0.3	98.2	0.3
Kenyon C	1,458	0.0	0.9	1.0	0.5	96.3	1.4
Kettering C of Med Arts	463	0.2	1.3	5.6	1.9	90.5	0.4
Lakeland CC	9,209	0.1	0.5	1.7	0.3	97.4	0.0
Lima Tech C	1,885	0.3	0.5	4.5	0.7	93.8	0.1

Continued on Following Page

FACT-FILE—Continued

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
OHIO—Continued							
Lorain County CC	6,495	0.1%	0.1%	5.4%	2.9%	91.3%	0.2%
Lourdes C	719	0.1	0.4	3.3	0.4	95.3	0.4
Malone C	917	0.0	0.5	3.3	0.1	94.4	1.6
Marietta C	1,307	0.0	0.2	0.3	0.2	97.9	1.4
Marion Tech C	1,366	0.5	0.7	7.5	0.4	90.4	0.5
Med C of Ohio at Toledo	730	0.0	4.5	3.7	0.4	89.5	1.9
Methodist Theol Sch of Ohio	251	0.0	1.2	7.2	0.8	89.2	1.6
Miami-Jacobs JC of Business	569	0.0	0.0	27.8	0.2	72.1	0.0
Miami U							
Hamilton	1,772	0.1	0.7	3.0	0.2	96.0	0.0
Middletown	1,334	0.1	0.7	2.5	0.3	96.3	0.0
Oxford	15,430	0.1	1.2	2.4	0.3	96.0	0.0
Mount Union C	922	0.2	0.9	6.2	1.4	91.2	0.1
Mount Vernon Nazarene C	1,065	0.0	0.1	0.9	0.8	98.0	0.2
Muskingum Area Tech C	1,447	0.1	0.0	2.3	0.1	97.5	0.0
Muskingum C	1,036	0.4	0.7	1.9	0.4	95.0	1.6
North Central Tech C	1,872	0.0	0.2	2.3	0.2	97.3	0.0
Northeastern Ohio U's C of Med	398	0.5	9.5	1.5	0.8	87.7	0.0
Northwest Tech C	897	0.4	0.0	0.2	2.3	97.0	0.0
Northwestern Business C Tech Center	918	0.0	0.0	6.9	0.3	92.8	0.0
Notre Dame C	673	0.0	0.4	22.4	0.9	74.6	1.6
Oberlin C	2,751	0.1	4.3	6.7	1.4	86.1	1.4
Ohio C of Podiatric Med	551	0.2	2.0	12.0	2.5	81.5	1.8
Ohio Dominican C	1,053	0.0	0.5	12.0	4.1	68.6	14.9
Ohio Northern U	2,439	0.1	0.7	1.8	0.4	94.6	2.4
Ohio St U							
Main campus	53,446	0.1	1.6	4.5	0.8	88.1	4.9
A&T Inst	564	0.0	0.0	0.9	0.7	98.2	0.2
Lima	939	0.2	0.4	2.0	0.6	96.7	0.0
Mansfield	1,089	0.0	0.6	2.2	0.5	96.8	0.0
Marion	795	0.4	0.5	2.8	0.4	96.0	0.0
Newark	935	0.2	0.3	1.0	0.4	93.0	0.1
Ohio U							
Main campus	14,684	0.3	0.4	5.3	0.4	84.1	9.5
Belmont	1,077	0.0	0.0	0.3	0.0	99.6	0.1
Chillicothe	1,186	0.4	0.1	2.4	0.2	96.9	0.1
Lancaster	1,529	0.4	0.2	0.6	0.2	98.4	0.2
Zanesville	1,036	0.0	0.0	1.3	0.3	98.3	0.2
Ohio Wesleyan U	1,563	0.1	1.1	5.1	0.7	84.5	8.6
Otterbein C	1,592	0.1	0.9	1.6	0.3	93.2	3.8
Owens Tech C	4,779	0.3	0.3	6.6	1.8	89.5	1.5
Pontifical C Josephinum	220	0.0	3.6	0.5	11.4	84.5	0.0
Rio Grande C	1,622	0.1	0.2	1.7	0.2	95.9	1.9
Saint Mary Sem	89	0.0	0.0	0.0	0.0	100.0	0.0
Shawnee St CC	2,314	0.3	0.1	3.4	0.2	95.8	0.1
Sinclair CC	16,247	0.3	1.1	14.9	0.6	82.8	0.4
Southern Ohio C	5,390	0.1	0.2	33.6	0.4	65.5	0.2
Southern St CC	1,277	0.5	0.0	2.0	0.0	97.5	0.1
Stark Tech C	3,400	0.4	0.4	4.6	0.3	94.2	0.1
Terra Tech C	2,312	0.1	0.1	1.1	2.2	96.3	0.1
Tiffin U	556	0.0	0.2	5.0	0.9	92.1	1.8
Trinity Lutheran Sem	321	0.0	0.0	8.5	0.0	91.0	2.5
United Theol Sem	291	0.0	0.3	8.2	0.3	89.7	1.4
U of Akron							
Main campus	26,644	0.4	0.7	6.6	0.3	89.5	2.4
Wayne Gen & Tech C	983	1.0	0.3	0.4	0.4	97.8	0.1
U of Cincinnati							
Main campus	30,830	0.3	2.4	10.5	0.8	84.4	1.5
Clermont Gen & Tech C	1,206	0.7	0.2	1.1	0.4	97.3	0.2
Raymond Walters General and Tech C	3,213	0.6	1.4	6.5	1.2	90.0	0.3
U of Dayton	10,693	0.1	1.0	5.2	1.2	91.3	1.3
U of Steubenville	878	0.2	0.7	1.1	1.9	92.8	3.2
U of Toledo	21,039	0.5	1.1	6.4	1.2	84.7	6.1
Urbana C	573	0.0	0.0	22.7	0.2	68.8	8.4
Ursuline C	1,559	0.3	0.8	7.3	0.5	90.3	0.8
Virginia Marti C of Fashion and Art	167	0.0	2.4	40.1	6.0	50.9	0.6
Walsh C	1,225	0.0	0.2	7.1	2.5	84.2	5.9
Washington Tech C	872	0.3	0.6	0.6	0.1	98.4	0.0
West Side Inst of Tech	535	0.6	1.5	10.3	1.3	86.4	0.0
Wilberforce U	915	0.1	0.0	98.4	0.0	0.2	1.3
Wilmington C	1,332	0.0	0.1	14.9	0.1	82.0	2.9
Wittenberg U	2,183	0.0	0.6	3.8	0.8	93.8	1.0
Wright St U							
Main campus	14,580	0.2	1.4	6.2	0.7	90.1	1.5
Western Ohio	868	0.1	0.1	0.1	0.2	99.3	0.1
Xavier U	6,785	0.2	0.8	6.0	1.5	89.8	1.6
Youngstown C of Business and Professional Drafting	697	0.0	0.0	32.6	0.4	67.0	0.0
Youngstown St U	15,252	0.1	0.2	6.8	0.7	90.3	1.8
OKLAHOMA							
Bacone C	398	48.0%	0.5%	12.3%	0.5%	38.7%	0.0%
Bartlesville Wesleyan C	634	3.0	0.6	3.8	0.8	90.7	1.1
Bethany Nazarene C	1,275	1.6	1.0	1.6	1.7	89.1	5.0
Cameron U	5,496	4.8	2.3	14.5	3.7	74.1	0.6
Carl Albert JC	1,972	6.5	0.1	4.2	0.5	88.5	0.4
Central State U	13,264	1.6	1.6	8.9	0.9	80.9	6.1
Connors St C	1,246	4.0	1.4	10.0	0.4	84.3	0.0
East Central Okla St U	4,046	6.2	0.6	4.5	0.7	87.7	0.3
Eastern Oklahoma St C	1,675	5.9	0.2	5.4	0.5	87.4	0.5
El Reno JC	1,595	1.7	0.3	4.1	3.1	88.0	2.8
Flaming Rainbow U	221	66.5	0.0	0.0	1.4	32.1	0.0
Hillsdale Free Will Baptist C	156	2.6	1.3	7.1	2.6	84.6	1.9
Langston U	1,802	1.5	1.4	51.0	0.6	33.4	12.1
Murray St C	1,389	4.9	0.1	4.1	0.3	90.4	0.3
Northeastern Okla A&M C	2,536	6.4	0.2	6.3	0.4	82.5	4.2
Northeastern Okla St U	7,266	15.0	0.3	6.1	0.7	76.9	1.0
Northern Oklahoma C	1,843	3.0	0.6	1.7	0.4	93.1	1.1
Northwestern Okla St U	1,663	1.1	0.2	2.6	0.7	93.6	1.9
Oklahoma Baptist U	1,532	3.0	0.8	1.6	1.9	91.4	1.3
Oklahoma Christian C	1,465	1.0	0.5	4.6	0.5	93.1	0.3
Oklahoma City CC	7,806	2.0	4.4	4.2	1.4	86.3	1.8
Oklahoma City U	2,687	2.1	0.8	4.5	1.0	79.8	11.8
Oklahoma C of Business and Tech	774	8.4	1.4	24.3	1.4	63.6	0.9
Oklahoma C of Osteopathic Med and Surgery	325	5.5	2.5	3.4	1.2	87.4	0.0
Oklahoma Panhandle St U	1,173	1.0	0.5	5.3	3.5	89.2	0.5
Oklahoma St U							
Main campus	22,237	1.9	1.1	2.7	0.7	85.2	8.4
Tech Inst	2,877	2.2	2.8	5.6	1.5	87.0	0.8
Rogers St C	2,583	8.2	2.5	1.9	0.4	70.5	16.4
Rose St C	9,876	2.5	2.2	13.2	1.6	78.4	2.1
Saint Gregory's C	290	4.1	3.8	6.2	4.5	76.6	4.8
Sayre JC	485	1.2	0.6	0.2	1.6	96.3	0.0
Seminole JC	1,481	8.2	0.2	4.5	0.5	85.7	0.9
Southeastern Okla St U	3,826	6.1	3.6	3.5	0.8	80.9	5.1
Southwestern C of Christian Ministries	82	0.0	3.7	2.4	1.2	92.7	0.0
Southwestern Okla St U	4,657	2.1	0.8	2.7	0.9	91.8	1.8
Tulsa JC	15,332	2.3	1.1	6.3	0.9	89.4	0.0
U of Oklahoma							
Health Sciences Center	2,555	3.2	2.2	4.7	1.3	85.2	3.4
Norman	21,365	2.3	1.7	4.2	1.0	84.9	5.9
U of Science and Arts of Oklahoma	1,296	8.6	0.7	4.7	0.9	79.2	5.9
U of Tulsa	5,326	1.9	0.8	2.7	0.7	84.0	10.0
Western Oklahoma St C	2,155	1.2	1.2	6.5	4.5	86.6	0.0
OREGON							
Bassist C	234	0.9%	4.3%	3.4%	3.4%	88.0%	0.0%
Blue Mountain CC	2,511	1.4	0.5	0.0	1.0	97.0	0.0
Central Oregon CC	1,769	1.9	0.3	0.1	1.1	96.3	0.3
Chemeketa CC	6,676	0.5	1.5	0.5	1.2	96.1	0.2
Clackamas CC	4,203	0.2	2.5	0.4	0.5	96.1	0.4
Clatsop CC	1,722	0.3	2.1	0.9	1.4	95.2	0.1
Columbia Christian C	240	0.8	0.8	6.3	0.0	91.7	0.4
Concordia C	447	0.7	1.1	3.4	0.4	62.9	31.5
Eugene Bible C	162	1.2	0.6	0.0	1.9	90.1	6.2
George Fox C	669	0.1	0.6	1.0	0.3	97.0	0.9
ITT Tech Inst	840	0.5	1.4	1.4	3.8	92.3	0.6
Judson Baptist C	98	0.0	0.0	2.0	2.0	93.9	2.0
Lane CC	6,944	2.0	1.3	1.0	1.4	93.1	1.3
Lewis and Clark C	3,012	0.6	2.8	0.7	0.7	89.0	6.1
Linfield C	1,966	0.3	2.3	0.7	0.9	92.5	3.3
Linn-Benton CC	5,428	0.5	1.1	0.4	0.3	97.1	0.6
Marylhurst C for Lifelong Learning	679	0.3	1.8	1.0	0.1	95.1	1.6
Mount Angel Sem	116	0.0	7.8	0.0	14.7	70.7	6.9
Mount Hood CC	5,524	0.8	2.4	1.5	0.9	94.1	0.3
Multnomah Sch of the Bible	765	0.7	1.0	0.7	1.0	92.8	3.8
Northwest Christian C	236	0.0	0.0	0.4	0.4	93.2	5.9
Oregon Graduate Center	105	0.0	1.0	0.0	0.0	73.3	25.7
Oregon Grad Sch of Professional Psychology	62	0.0	0.0	0.0	0.0	100.0	0.0
Oregon Polytechnic Inst	178	0.0	7.9	4.5	1.1	85.4	1.1
Oregon St Sys of Higher Ed							
Eastern Oregon St C	1,602	1.1	1.4	1.1	1.7	90.1	4.5
Oregon Health Sciences U	1,185	0.3	5.6	0.1	0.6	92.8	0.6
Oregon Inst of Tech	2,700	2.2	2.2	1.0	1.0	92.3	1.4
Oregon St U	15,624	1.5	4.5	1.0	1.3	87.3	4.3
Portland St U	14,390	0.7	6.4	2.0	1.1	86.4	3.4
Southern Oregon St C	4,432	1.0	0.7	0.8	1.4	94.9	1.2
U of Oregon	15,840	0.6	3.7	1.1	1.2	[illegible]	8.0
Western Oregon St C	2,820	0.4	0.7	0.2	0.5	[illegible]	3.8
Pacific Northwest C of Art	199	0.0	2.0	1.5	0.0	95.0	1.5
Pacific U	1,061	0.8	14.6	1.0	2.0	80.1	1.5
Portland CC	20,677	0.5	7.2	3.1	1.8	86.2	1.3
Rogue CC	2,646	1.2	0.3	0.1	1.1	97.0	0.3
Southwestern Oregon CC	2,550	1.3	1.3	0.2	1.2	95.8	0.2
Treasure Valley CC	1,394	0.1	2.0	0.4	5.4	92.0	0.1
Umpqua CC	1,394	0.6	0.9	0.1	0.9	97.4	0.0
U of Portland	2,861	0.6	4.7	1.6	0.9	80.6	11.6
Warner Pacific C	395	1.5	0.8	3.8	0.0	81.0	12.9
Western Baptist C	282	1.1	1.1	1.1	0.7	96.1	0.0
Western Conservative Baptist Sem	462	0.2	3.9	1.3	0.9	93.1	0.6
Western Evangelical Sem	129	0.0	1.6	2.3	0.0	84.5	11.6
Western Sts Chiropractic C	428	0.5	1.6	0.5	0.9	94.6	1.9
Willamette U	1,886	0.3	2.9	1.3	1.4	92.2	1.8
PENNSYLVANIA							
Acad of the New Church	156	0.0%	0.0%	0.0%	0.0%	83.3%	16.7%
Albright C	2,049	0.1	1.4	0.5	0.5	96.6	0.8
Allegheny C	1,955	0.0	1.3	2.5	0.7	93.2	2.2
Allentown C of Saint Francis De Sales	1,296	0.2	0.8	0.4	0.9	97.5	0.2
Alliance C	282	0.0	0.0	2.8	0.0	95.4	1.8
Alvernia C	729	0.1	0.3	2.5	1.1	94.8	1.2
American C	1,875	0.0	0.0	0.0	0.0	100.0	0.0
Antonelli Inst of Art & Photography	346	0.0	0.3	9.5	2.9	86.1	1.2
Art Inst of Philadelphia	1,339	0.1	2.0	18.5	2.2	76.4	0.8
Art Inst of Pittsburgh	1,961	0.2	0.7	11.4	0.8	86.9	0.0
Baptist Bible C of Pa	756	0.0	0.5	0.8	0.4	97.5	0.8
Beaver C	2,146	0.0	1.4	9.3	0.8	86.9	1.6
Berean Inst	172	0.0	0.0	88.4	6.4	1.2	4.1
Bryn Mawr C	1,782	0.3	7.0	3.6	2.0	80.6	6.5
Bucknell U	3,339	0.1	1.5	1.7	1.1	93.4	2.1
Bucks County CC	9,642	0.2	1.0	1.1	0.5	97.1	0.0
Butler County CC	2,109	0.0	0.1	0.7	0.0	99.2	0.0
Cabrini C	935	0.0	0.7	4.8	1.0	93.3	0.2
Carlow C	1,246	0.4	0.2	11.4	0.6	86.8	0.6
Carnegie Mellon U	6,251	0.1	3.5	1.6	0.5	90.4	3.8
Cedar Crest C	1,051	0.2	0.7	1.0	0.8	97.0	0.4
Central Pennsylvania Business Sch	722	0.3	0.1	2.8	0.4	95.8	0.6
Chatham C	536	0.0	0.6	12.1	0.6	85.1	1.7
Chestnut Hill C	1,184	0.0	0.0	7.0	6.0	86.0	1.0
C Misericordia	1,292	0.0	0.0	0.5	0.0	99.2	0.2
Combs C of Music	76	0.0	9.2	26.3	0.0	64.5	0.0
CC of Allegheny County							
Allegheny	7,474	0.5	1.1	22.5	0.5	74.4	1.0
Boyce	4,736	0.3	0.8	6.7	0.1	92.0	0.2
North	3,303	0.6	0.3	2.6	0.2	96.2	0.0
South	5,197	0.4	0.3	3.9	0.3	95.1	0.1
CC of Beaver County	2,377	0.0	0.2	5.8	0.0	94.0	0.0
CC of Philadelphia	14,965	0.5	5.0	52.4	4.1	38.0	0.0
Curtis Inst of Music	166	0.0	2.4	4.2	1.2	65.7	26.5
Dean Inst of Tech	162	0.0	0.0	8.6	0.0	91.4	0.0
Delaware County CC	7,254	0.1	0.8	4.7	0.3	94.1	0.0
Delaware Valley C of Science and Ag	1,534	0.0	0.0	4.0	0.0	96.0	0.0
Dickinson C	1,888	0.0	0.8	0.7	0.3	96.3	1.8
Dickinson Sch of Law	520	0.4	0.2	1.9	0.8	96.0	0.8
Drexel U	12,566	0.0	5.2	5.3	1.1	82.9	5.4
Dropsie C	50	0.0	6.0	2.0	0.0	90.0	2.0
Duquesne U	6,598	0.2	0.2	3.2	0.6	93.5	2.2
Eastern Baptist Theol Sem	391	0.0	2.6	14.6	6.1	71.9	4.9
Eastern C	937	0.2	2.0	7.0	1.3	86.7	2.8
Electronic Inst-Harrisburg	306	0.0	4.6	0.7	0.3	94.4	0.0
Electronic Inst-Pittsburgh	356	0.0	0.0	3.9	0.0	96.1	0.0
Elizabethtown C	1,788	0.1	1.0	1.2	0.1	96.9	0.7
Erie Business Center	321	0.0	0.0	5.3	0.0	94.7	0.0
Evangelical Sch of Theol	53	0.0	0.0	0.0	0.0	100.0	0.0
Faith Theol Sem	47	0.0	0.0	0.0	0.0	8.5	91.5
Franklin and Marshall C	2,793	0.0	1.9	2.1	0.8	93.7	1.5
Gannon U	4,185	0.4	0.4	2.3	0.5	94.0	2.5
Geneva C	1,225	0.2	1.0	3.6	0.2	93.3	1.7
Gettysburg C	1,951	0.1	0.4	0.5	0.6	97.2	1.2
Gratz C	309	0.0	0.0	2.9	0.0	94.8	2.3
Grove City C	2,184	0.1	0.2	0.1	0.1	98.4	1.0
Gwynedd-Mercy C	2,107	0.0	1.3	2.8	1.2	94.6	0.0
Hahnemann U	2,089	0.1	2.8	13.3	6.5	76.7	0.6
Harcum JC	983	0.3	0.8	11.5	0.8	85.7	0.9
Harrisburg Area CC	6,866	0.1	2.4	5.1	0.9	91.4	0.2
Haverford C	1,085	0.0	3.6	3.5	4.0	87.8	1.1
Holy Family C	1,528	0.0	0.7	2.2	1.2	95.9	0.1
Hussian Sch of Art	155	0.0	0.0	8.4	0.6	91.0	0.0
Immaculata C	1,836	0.0	0.5	1.1	1.1	94.8	2.4
Juniata C	1,185	0.0	1.1	0.3	0.1	97.0	1.4
Keystone JC	1,092	0.0	0.3	2.2	0.5	95.5	1.6
King's C	2,271	0.0	0.4	0.3	0.7	98.4	0.2
Lackawanna JC	1,060	0.2	0.2	1.3	0.5	97.8	0.0
Lafayette C	2,332	0.0	1.0	2.5	0.7	93.7	2.0
Lancaster Bible C	369	0.0	0.0	0.6	0.6	98.9	0.0
Lancaster Theol Sem	244	0.0	0.8	4.5	0.0	93.9	0.8
LaRoche C	1,780	0.0	0.3	2.8	0.4	96.4	0.1
LaSalle U	6,333	0.0	0.4	5.7	0.6	93.3	0.0
Lebanon Valley C	1,287	0.0	0.9	0.6	0.0	97.8	0.7
Lehigh County CC	3,306	0.2	1.6	1.1	1.7	95.1	0.4
Lehigh U	6,280	0.0	5.3	1.4	1.1	90.9	1.3
Lincoln Tech Inst	932	0.0	0.8	1.1	0.6	97.4	0.1
Lincoln U	1,167	0.0	0.2	90.0	0.8	5.1	4.0
Lutheran Theol Sem	247	0.4	0.0	1.2	0.0	97.6	0.8
Lutheran Theol Sem-Philadelphia	259	0.8	0.0	17.0	0.8	80.3	1.2
Luzerne County CC	4,259	0.1	0.3	1.0	0.2	98.5	0.0
PENNSYLVANIA—Continued							
Lycoming C	1,258	0.1%	0.3%	0.6%	0.2%	98.6%	0.2%
Lyons Tech Inst	98	0.0	0.0	51.0	5.1	43.9	0.0
Manor JC	450	0.0	0.4	6.0	0.7	92.2	0.7
Mary Immaculate Sem	48	0.0	0.0	0.0	0.0	97.9	2.1
Marywood C	3,207	0.0	0.1	0.4	0.2	98.3	1.1
McCarrie Schs of Health Sciences and Tech	251	0.0	2.4	50.6	1.2	45.8	0.0
Median Sch of Allied Health Careers	90	0.0	0.0	0.0	0.0	100.0	0.0
Med C of Pennsylvania	544	0.4	3.1	5.9	1.7	88.2	0.7
Mercyhurst C	1,643	0.1	0.3	4.1	0.2	94.3	1.0
Messiah C	1,761	0.0	0.6	1.6	0.9	94.9	1.9
Montgomery County CC	7,239	0.3	2.2	4.0	0.7	92.4	0.4
Moore C of Art	541	0.7	1.3	7.4	2.4	86.0	2.2
Moravian C	1,729	0.0	1.6	0.4	0.8	97.2	0.0
Mount Aloysius JC	551	0.0	0.2	4.4	0.2	95.3	0.0
Muhlenberg C	2,185	0.0	0.6	0.2	0.4	98.2	0.5
National Education Center-Vale Tech Inst	350	0.0	0.3	2.3	3.1	94.3	0.0
Neumann C	982	0.0	0.8	3.0	0.7	95.5	0.0
New Sch of Music	54	0.0	1.9	1.9	0.0	81.5	14.8
Northampton County Area CC	4,168	0.1	0.9	1.5	2.1	95.0	0.4
Northeastern Christian JC	207	0.0	0.0	38.6	1.0	58.0	2.4
O S Johnson Sch of Tech	537	0.0	0.6	0.2	0.0	99.3	0.0
Peirce JC	1,642	0.1	0.5	38.4	2.0	57.1	1.9
Penn Tech Inst	498	0.0	0.0	3.6	0.0	96.4	0.0
Pennco Tech	700	0.0	0.7	16.6	2.4	80.3	0.0
Pa C of Optometry	590	0.3	2.9	4.2	1.7	89.8	1.0
Pa C of Podiatric Med	458	0.4	1.1	4.1	0.4	93.0	0.9
Pennsylvania Inst of Tech	399	0.0	1.0	16.5	1.3	80.7	0.5
Pennsylvania St U							
Main campus	34,401	0.2	1.4	3.4	0.8	91.0	3.3
Allentown	482	0.2	2.9	0.4	0.8	95.6	0.0
Altoona	2,081	0.2	0.4	2.9	0.2	96.2	0.0
Beaver	1,142	0.3	0.5	4.6	0.4	94.2	0.1
Behrend	1,989	0.2	0.6	3.7	0.4	95.1	0.1
Berks	1,092	0.0	1.8	0.6	0.7	96.8	0.0
Capitol	2,595	0.0	1.9	2.7	0.4	94.7	0.2
Delaware	1,504	0.3	1.0	6.8	0.5	91.4	0.1
DuBois	868	0.2	0.2	0.3	0.2	99.0	0.0
Fayette	835	0.1	0.0	2.6	0.1	97.1	0.0
Hazleton	1,105	0.1	1.1	0.7	0.3	97.6	0.2
King of Prussia Graduate Center	533	0.4	4.5	4.9	0.8	89.5	0.0
McKeesport	1,449	0.0	0.8	5.2	0.6	93.4	0.0
Hershey Med Center	757	0.1	1.6	1.6	1.8	93.9	0.9
Mont Alto	797	0.3	2.8	1.5	0.5	95.0	0.0
New Kensington	1,270	0.2	0.5	0.9	0.2	98.2	0.0
Ogontz	3,492	0.0	1.8	6.5	0.6	91.0	0.0
Schuylkill	951	0.2	0.8	1.1	0.8	97.1	0.0
Shenango Valley	1,067	0.1	0.2	3.2	0.1	96.4	0.0
Wilkes-Barre	686	0.0	0.1	0.1	0.0	99.7	0.0
Worthington Scranton	1,202	0.1	0.7	0.4	0.2	98.7	0.0
York	1,111	0.2	2.8	1.8	0.2	95.0	0.1
Philadelphia C of Art	1,527	0.1	3.1	8.3	2.4	84.2	1.8
Philadelphia C of the Bible	541	0.0	1.5	5.4	0.9	90.6	1.7
Philadelphia C of Osteopathic Med	833	0.1	0.8	2.2	0.4	96.4	0.1
Philadelphia C of the Performing Arts	414	0.0	0.7	21.0	2.9	70.3	5.1
Philadelphia C of Pharmacy and Science	1,111	0.1	3.5	2.3	0.7	90.8	2.6
Philadelphia C of Textiles and Science	2,746	0.0	0.6	11.2	0.8	81.3	6.1
Pittsburgh Inst of Aeronautics	440	0.0	0.0	1.4	0.9	97.7	0.0
Pittsburgh Tech Inst	254	0.0	0.0	6.3	0.0	93.3	0.4
Pittsburgh Theol Sem	399	0.0	0.8	5.0	0.0	93.0	1.3
Point Park C	2,594	0.0	0.0	6.9	0.0	84.9	8.2
Reading Area CC	1,384	1.2	2.0	4.7	4.2	87.9	0.0
Robert Morris C	5,714	0.2	0.1	4.9	0.1	93.6	1.0
Rosemont C	559	0.7	0.9	2.1	3.2	93.0	0.0
Saint Charles Borromeo Sem	495	0.0	0.6	0.6	1.2	97.6	0.0
Saint Francis C	1,615	0.0	0.2	1.2	0.2	98.0	0.4
Saint Joseph's U	5,760	0.0	1.2	6.1	1.5	88.1	3.0
Saint Vincent C and Sem	1,226	0.0	0.0	1.1	0.9	96.8	1.2
Seton Hill C	870	0.1	1.1	2.9	4.9	89.9	1.0
Spring Garden C	1,255	0.2	1.4	5.8	0.8	88.4	3.5
St System of Higher Ed							
Bloomsburg U	6,189	0.1	0.3	2.4	0.3	96.7	0.1
California U	5,085	0.2	0.4	5.8	0.3	93.1	0.2
Cheney U	1,795	0.7	3.5	90.8	0.1	1.4	3.6
Clarion U							
Main campus	5,297	0.1	0.1	2.6	0.2	94.2	2.8
Venango	591	0.0	0.3	0.3	0.0	99.2	0.2
East Stroudsburg U	4,235	0.1	0.5	2.5	0.9	94.8	1.2
Edinboro U	6,053	0.3	0.4	4.0	0.3	93.8	1.2
Indiana U	12,806	0.0	0.3	4.6	0.3	93.4	1.3
Kutztown U	6,001	0.1	0.7	2.3	0.6	95.8	0.5
Lock Haven U	2,624	0.0	0.3	2.5	0.4	94.7	2.1
Mansfield U	2,939	0.0	0.1	3.0	0.1	95.5	1.3
Millersville U	6,770	0.1	1.8	3.4	0.8	93.1	0.8
Shippensburg U	6,121	0.2	0.5	3.5	0.5	94.7	0.5
Slippery Rock U	6,479	0.1	0.2	2.7	0.3	95.7	1.0
West Chester U	9,528	0.1	0.9	6.3	0.4	91.4	0.9
Susquehanna U	1,789	0.1	0.2	0.7	0.2	98.4	0.3
Swarthmore C	1,326	0.1	4.2	6.9	1.4	82.1	5.3
Temple U	28,772	0.3	2.6	15.1	1.8	78.6	1.5
Thaddeus Stevens St Sch of Tech	264	0.0	3.0	2.7	1.9	92.4	0.0
Thiel C	875	0.0	0.7	3.8	0.5	93.6	1.3
Thomas Jefferson U	2,015	0.3	3.2	4.9	1.3	89.5	0.7
Tracey-Warner Sch	94	0.0	3.2	57.4	4.3	34.0	1.1
Triangle Inst of Tech	249	0.0	0.0	25.3	0.0	73.9	0.8
Triangle Inst of Tech-Erie	210	0.0	1.4	9.0	1.0	88.6	0.0
Triangle Inst of Tech-Greensburg	171	0.0	0.0	0.0	0.0	99.4	0.6
Trinity Episcopal Sch for the Ministry	103	0.0	0.0	0.0	1.0	94.2	4.9
United Wesleyan C	223	0.4	0.4	1.3	4.5	92.4	0.9
U of Pennsylvania	22,065	0.3	3.4	5.0	1.7	80.5	9.1
U of Pittsburgh							
Main campus	29,197	0.1	1.6	8.1	0.5	85.0	4.7
Bradford	974	0.2	0.4	3.8	0.1	95.2	0.3
Greensburg	1,471	0.0	0.3	0.8	0.1	98.8	0.0
Johnstown	3,223	0.0	0.4	1.0	0.2	98.4	0.0
Titusville	323	0.0	0.3	0.9	0.0	98.8	0.0
U of Scranton	4,684	0.0	0.1	0.2	0.0	97.4	2.3
Ursinus C	2,136	0.0	1.2	0.2	0.2	98.0	0.4
Valley Forge Christian C	601	0.0	0.0	3.8	1.5	88.9	5.8
Valley Forge Military JC	151	0.0	2.0	9.3	1.3	76.8	10.6
Villa Maria C	668	0.0	0.3	1.9	0.3	97.5	0.0
Villanova U	11,665	0.3	1.1	1.3	0.7	96.6	0.0
Washington and Jefferson C	1,227	0.0	0.6	1.4	0.2	97.1	0.7
Waynesburg C	821	0.0	0.9	5.8	0.0	89.8	3.5
Westminster C	1,344	0.1	0.0	0.7	0.2	98.7	0.4
Westminster Theol Sem	476	0.0	11.8	3.2	0.8	71.6	12.6
Westmoreland County CC	3,496	0.3	0.1	1.1	0.1	98.4	0.0
Widener U							
Pennsylvania campus	5,665	0.2	0.1	7.5	0.2	91.3	0.7
Brandywine C	737	0.0	0.0	6.0	0.0	93.8	0.3
Delaware Law Sch	885	0.2	0.1	2.5	0.7	96.5	0.0
Wilkes C	2,731	0.0	0.8	0.7	0.2	97.7	0.6

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
PENNSYLVANIA—Continued							
Williamson Free Sch	104	0.0%	0.0%	2.9%	0.0%	97.1%	0.0%
Williamsport Area CC	4,084	0.1	0.3	0.9	0.1	98.6	0.0
Wilson C	310	0.0	1.0	4.2	2.9	84.2	7.7
York C of Pennsylvania	4,570	0.0	0.0	2.1	0.4	97.2	0.4
RHODE ISLAND							
Barrington C	442	0.5%	0.9%	4.8%	1.8%	91.2%	0.9%
Brown U	7,099	0.1	5.3	6.0	2.8	80.6	5.2
Bryant C	6,505	0.0	0.3	0.3	0.2	98.4	0.7
CC of Rhode Island	12,317	0.3	1.2	4.0	1.4	93.2	0.0
Johnson and Wales C	5,786	0.3	0.8	6.6	3.4	88.5	0.4
New England Inst of Tech	1,505	0.0	0.6	2.5	0.8	96.1	0.0
Providence C	5,679	0.1	0.0	1.0	0.3	98.1	0.6
Rhode Island C	8,574	0.4	0.9	3.0	1.7	93.7	0.3
Rhode Island Sch of Design	1,792	0.2	2.1	1.1	1.3	84.3	11.0
Roger Williams C							
Main campus	2,531	0.0	0.7	1.5	1.7	90.1	6.0
Providence	1,232	0.0	0.4	1.9	2.0	95.0	0.7
Salve Regina-the Newport C	2,067	0.0	0.5	0.6	0.7	97.2	1.0
U of Rhode Island	13,616	0.2	1.2	1.6	0.8	93.3	2.9
SOUTH CAROLINA							
Aiken Tech C	1,032	0.3%	0.5%	25.8%	0.4%	73.1%	0.0%
Anderson C	1,165	0.0	0.3	7.0	0.5	91.0	1.1
Baptist C at Charleston	1,649	0.1	0.8	20.9	0.8	74.2	3.2
Beaufort Tech C	1,187	0.5	0.5	42.4	0.7	54.3	1.6
Benedict C	1,495	0.1	0.0	96.9	0.0	0.0	3.1
Central Wesleyan C	397	0.0	0.0	10.8	0.0	87.4	1.8
Chesterfield-Marlboro Tech C	602	1.2	0.0	28.7	0.0	69.8	0.3
Citadel Military C of SC	3,048	0.1	0.5	6.7	0.4	91.1	1.1
Claflin C	653	0.0	0.0	98.8	0.0	0.9	0.3
Clemson U	12,926	0.1	0.2	4.7	0.3	91.4	3.3
Clinton JC	95	0.0	0.0	100.0	0.0	0.0	0.0
Coker C	320	0.0	0.6	14.1	0.3	84.1	0.9
C of Charleston	5,395	0.1	0.9	7.1	0.4	89.9	1.6
Columbia Bible C	885	0.1	0.3	1.5	0.7	91.1	6.3
Columbia C	1,186	0.1	0.8	20.5	0.3	77.3	0.9
Columbia JC of Business	515	0.0	0.0	75.7	0.2	24.1	0.0
Converse C	1,050	0.4	0.2	6.3	0.1	92.8	0.3
Denmark Tech C	657	0.0	0.0	97.4	0.3	2.3	0.0
Erskine C and Sem	636	0.2	0.2	7.1	0.6	90.4	1.6
Florence Darlington Tech C	1,986	0.2	0.3	27.2	0.3	72.1	0.1
Francis Marion C	3,232	0.1	0.2	13.5	0.2	85.9	0.1
Furman U	2,969	0.0	0.3	3.2	0.5	95.9	0.0
Greenville Tech C	6,007	0.0	0.4	14.1	0.4	84.5	0.6
Horry-Georgetown Tech C	1,304	0.1	1.6	20.8	0.2	76.7	0.7
Lander C	2,281	0.4	0.2	15.7	0.4	83.0	0.4
Limestone C	1,151	0.0	0.5	17.9	0.1	81.1	0.4
Lutheran Theol S Sem	168	0.0	0.0	13.1	0.0	86.9	0.0
Med U of SC	2,033	0.0	1.6	4.5	0.3	91.9	1.5
Midlands Tech C	4,980	0.1	1.3	27.2	3.5	67.7	0.1
Morris C	600	0.0	0.0	99.8	0.0	0.2	0.0
Newberry C	625	0.0	0.2	15.8	0.2	83.7	0.2
Nielsen Electronics Inst	291	0.0	6.2	67.0	0.0	26.8	0.0
North Greenville C	501	0.0	0.0	11.6	0.0	88.4	0.0
Orangeburg Calhoun Tech C	1,307	0.7	0.1	45.4	0.0	53.9	0.0
Piedmont Tech C	1,580	0.3	0.4	28.4	0.4	70.5	0.0
Presbyterian C	897	0.2	0.2	4.1	0.2	94.4	0.8
Rutledge C-Columbia	504	0.0	0.2	85.1	0.2	14.5	0.0
Rutledge C-Greenville	347	0.0	0.0	55.0	0.0	45.0	0.0
Rutledge C-Spartanburg	383	0.0	0.0	50.1	0.3	48.6	1.0
Sherman C of Straight Chiropractic	346	0.6	0.9	1.2	1.2	87.6	8.7
South Carolina St C	4,226	0.0	0.0	92.7	0.0	6.5	0.8
Spartanburg Methodist C	1,005	0.0	0.0	19.2	0.4	80.1	0.3
Spartanburg Tech C	1,653	0.2	0.5	13.6	0.4	85.0	0.4
Sumter Area Tech C	1,620	0.5	0.5	41.0	1.7	56.2	0.0
Tri-County Tech C	2,162	0.5	0.6	11.5	0.6	86.0	0.7
Trident Tech C	4,685	0.3	1.4	21.1	1.0	75.7	0.5
U of South Carolina							
Aiken	1,936	0.2	0.5	14.5	0.4	84.0	0.5
Beaufort	753	0.3	0.4	16.3	2.8	80.1	0.1
Coastal Carolina	2,627	0.2	0.6	7.5	0.5	90.3	0.9
Columbia	23,301	0.1	0.8	13.0	0.6	81.3	4.1
Lancaster	847	0.2	0.0	15.0	0.1	84.7	0.0
Salkehatchie	446	0.0	0.4	21.5	0.4	77.6	0.0
Spartanburg	2,606	0.2	0.9	10.7	0.7	87.3	0.2
Sumter	1,160	0.1	1.0	17.8	0.7	79.8	0.5
Union	324	0.0	0.0	17.9	0.0	82.1	0.0
Vorhees C	560	0.0	0.0	98.7	0.0	0.4	0.9
Williamsburg Tech C	357	0.0	0.0	46.5	0.0	53.5	0.0
Winthrop C	5,055	0.2	0.5	14.0	0.6	83.9	0.9
Wofford C	1,046	0.2	0.8	8.0	0.3	89.9	0.9
York Tech C	1,898	0.4	0.4	19.2	0.0	80.0	0.1
SOUTH DAKOTA							
Augustana C	1,914	0.6%	0.4%	0.6%	0.1%	96.0%	2.3%
Black Hill St C	1,825	5.0	0.4	0.4	0.9	92.5	0.7
North Central U CC Center	298	0.0	0.0	0.0	0.0	100.0	0.0
Dakota St C	977	0.4	0.4	1.1	0.3	96.4	1.3
Dakota Wesleyan U	571	8.6	1.2	2.3	0.4	85.8	1.8
Freeman JC	54	1.9	0.0	1.9	0.0	90.7	5.6
Huron C	369	6.5	0.5	12.5	1.4	78.3	0.8
Mount Marty C	722	0.4	0.4	1.5	0.1	97.5	0.0
National C	2,712	4.6	1.5	6.5	9.2	76.9	1.3
N American Baptist Sem	138	0.0	0.7	0.7	0.0	86.2	12.3
Northern St C	2,718	1.6	0.1	0.1	0.2	97.5	0.4
Oglala Lakota C	752	90.2	0.0	0.0	0.0	9.8	0.0
Presentation C	356	11.8	0.8	0.6	0.8	84.3	1.7
Sinte Gleska C	444	72.7	0.0	0.0	0.0	27.3	0.0
Sioux Falls C	872	0.5	0.1	0.9	0.2	96.8	1.5
SD Sch of Mines and Tech	2,583	1.0	1.2	0.5	0.4	90.1	6.7
South Dakota St U	8,117	0.5	0.1	0.0	0.1	94.6	4.6
U of South Dakota	7,051	2.1	0.2	0.4	0.1	97.0	0.2
TENNESSEE							
American Baptist Theol Sem	126	0.0%	0.0%	87.3%	0.0%	0.0%	12.7%
Aquinas JC	361	0.0	0.0	8.3	0.0	90.6	1.1
Belmont C	2,125	0.1	0.0	3.4	0.6	91.0	4.8
Bethel C	520	0.0	0.0	9.4	0.0	86.7	3.8
Bristol C	588	0.0	0.2	2.6	0.0	97.3	0.0
Bryan C	506	0.2	0.6	1.6	0.0	95.3	2.4
Carson-Newman C	1,716	0.0	0.4	6.6	0.1	92.8	0.0
Christian Brothers C	1,540	0.1	1.1	20.5	0.6	72.3	5.5
Church of God Sch of Theol	184	0.0	0.0	3.8	4.9	80.4	10.9
Cooper Inst	168	0.0	0.0	41.1	0.0	58.9	0.0
David Lipscomb C	2,311	0.1	0.3	2.7	0.3	95.8	0.9
Draughon's JC	783	0.0	0.0	78.2	0.0	21.6	0.3
Draughon's JC-Knoxville	1,741	0.0	0.0	13.9	1.4	84.2	0.5
Draughon's JC of Business	545	0.0	0.0	36.3	0.6	59.1	4.0
Emmanuel Sch of Religion	132	0.0	0.0	0.0	0.0	91.7	8.3
Free Will Baptist Bible C	421	0.2	0.0	0.7	0.2	98.1	0.7
Freed-Hardeman C	1,071	0.1	0.0	5.8	0.1	92.4	1.6
Hiwassee C	956	0.0	0.0	3.6	0.0	94.2	2.2
John A Gupton C	34	0.0	0.0	23.5	0.0	76.5	0.0
Johnson Bible C	376	0.0	0.0	1.3	0.3	97.1	1.3
King C	547	0.0	1.3	0.2	0.4	88.1	10.1
Knoxville Business C	270	0.0	3.0	34.4	1.9	60.7	0.0
Knoxville C	560	0.0	0.0	93.9	0.2	1.8	4.1
Lambuth C	625	0.0	0.6	14.6	0.3	81.4	3.0
Lane C	690	0.0	0.0	98.3	0.0	0.1	1.6
TENNESSEE—Continued							
LeMoyne-Owen C	844	0.0%	0.0%	98.0%	0.0%	0.0%	2.0%
Lee C	1,154	1.0	0.0	5.4	4.7	85.2	3.7
Lincoln Memorial U	1,425	0.1	0.0	2.0	0.1	89.6	8.2
Martin C	290	0.0	0.0	15.2	0.0	78.3	6.6
Maryville C	594	0.0	0.2	5.7	0.5	88.0	5.6
McKenzie C	376	0.0	0.3	23.9	0.3	74.5	1.1
Meharry Med C	715	0.7	2.8	79.7	2.4	6.0	8.4
Memphis Acad of Arts	244	0.0	0.0	20.1	0.8	73.4	5.7
Memphis Theol Sem	164	0.0	0.0	29.3	0.0	69.5	1.2
Mid-America Baptist Theol Sem	466	0.0	0.0	1.3	0.0	98.3	0.4
Mid-South Bible C	162	0.6	0.0	29.6	0.0	68.5	1.2
Milligan C	610	0.0	0.3	1.1	0.2	96.9	1.5
Morristown C	178	0.0	0.0	92.7	0.0	0.0	7.3
O'More C of Design	130	0.0	0.0	0.8	1.5	97.7	0.0
Rhodes C	1,046	0.0	1.2	3.5	0.4	93.9	1.0
Scarritt C	96	0.0	1.0	6.3	3.1	85.4	4.2
Southern C of Optometry	422	0.7	1.7	1.9	2.8	92.2	0.7
Southern C of Seventh-Day Adventists	1,622	0.4	2.2	8.3	5.2	81.3	2.7
St U & CC Sys of Tennessee							
Austin Peay St U	5,282	0.3	1.1	15.9	2.1	78.9	1.6
East Tennessee St U	9,869	0.3	0.6	2.7	0.3	95.2	1.0
Memphis St U	21,296	0.1	0.4	18.6	0.2	77.8	2.9
Middle Tennessee St U	11,236	0.2	0.2	7.3	0.3	88.9	3.1
Tennessee St U	7,646	0.2	1.1	65.1	0.2	31.0	2.4
Tennessee Tech U	7,494	0.1	0.7	1.9	0.1	93.1	4.0
Chattanooga St Tech CC	4,728	0.4	0.4	11.3	0.3	87.5	0.1
Cleveland St CC	3,102	0.3	0.8	3.3	0.5	95.1	0.0
Columbia St CC	2,556	0.1	0.1	5.9	0.2	93.6	0.2
Dyersburg St CC	1,618	0.0	0.2	12.2	0.1	87.5	0.1
Jackson St CC	2,776	0.0	0.0	12.4	0.0	87.6	0.0
Motlow St CC	2,451	0.2	0.2	5.1	0.2	94.3	0.0
Nashville St Tech Inst	4,946	0.2	1.3	13.7	0.6	84.1	0.1
Roane St CC	3,521	0.2	0.8	3.0	0.2	95.8	0.0
St Tech Inst Memphis	6,780	0.4	0.7	31.7	0.7	66.4	0.1
Shelby St CC	4,674	0.1	0.3	57.6	0.3	41.7	0.0
Tri-Cities St Tech Inst	1,733	0.0	0.0	2.2	0.0	97.8	0.0
Volunteer St CC	3,323	0.2	0.4	3.1	0.6	95.6	0.0
Walters St CC	4,023	0.0	0.2	3.1	0.2	96.1	0.3
Tenn Inst of Electronics	216	0.0	0.0	0.9	0.5	98.6	0.0
Tennessee Temple U	2,496	0.1	0.0	2.1	1.1	95.9	0.7
Tennessee Wesleyan C	432	1.2	0.0	4.4	0.5	90.0	3.9
Tomlinson C	246	0.4	1.6	7.7	1.2	82.1	6.9
Tusculum C	382	0.0	0.0	11.0	0.0	86.9	2.1
Union U	1,458	0.0	0.0	4.4	0.0	95.4	0.2
U of the South	1,158	0.0	0.2	2.5	0.4	95.8	1.3
U of Tennessee							
Ctr for Health Sciences	1,883	0.1	2.8	3.0	0.5	93.1	0.5
Chattanooga	7,464	0.3	0.7	11.3	0.5	84.9	2.3
Knoxville	26,158	0.2	0.8	4.4	0.3	90.9	3.4
Martin	5,366	0.2	0.5	13.6	0.2	80.9	4.6
Vanderbilt U	9,046	0.1	1.0	3.4	0.5	89.9	5.1
TEXAS							
Abilene Christian U	4,617	0.2%	0.7%	3.2%	0.9%	91.0%	4.0%
Alvin CC	4,070	0.4	0.6	11.6	9.8	76.8	0.9
Amarillo C	6,151	0.9	3.2	3.4	7.0	84.3	1.2
Amber U	864	1.6	0.7	13.3	2.4	74.8	7.2
American Tech U	492	1.2	2.2	18.3	8.1	69.1	1.0
Angelina C	2,391	0.2	0.3	16.3	1.8	81.5	0.0
Angelo St U	6,162	0.2	0.6	3.9	10.2	83.3	1.7
Austin C	1,173	0.3	2.2	2.7	4.6	89.0	1.1
Austin CC	17,807	0.4	2.8	6.9	12.8	74.7	2.3
Austin Presbyterian Theol Sem	177	0.0	1.7	3.4	2.3	91.5	1.1
Bauder Fashion C	476	0.6	1.3	11.3	6.1	80.5	0.2
Baylor C of Dentistry	607	0.5	3.0	1.2	4.4	90.4	0.5
Baylor C of Med	899	0.3	6.2	2.4	7.0	80.0	4.0
Baylor U	10,943	0.4	1.4	1.8	2.1	92.6	1.6
Bee County C	2,240	0.5	0.4	3.0	44.0	51.6	0.4
Bishop C	1,107	0.0	0.0	66.6	0.0	0.0	33.4
Blinn C	3,499	0.4	0.7	6.9	6.1	82.3	3.7
Brazosport C	3,576	0.2	0.9	7.0	9.8	81.2	1.0
Central Texas C	5,777	0.4	2.2	19.7	9.0	67.9	0.7
Cisco JC	1,774	1.1	0.3	6.6	6.3	85.6	0.1
Clarendon C	723	0.1	0.4	4.0	1.0	94.5	0.0
C of the Mainland	2,901	0.7	2.1	14.2	9.0	72.5	1.5
Concordia Lutheran C	463	0.9	0.2	3.9	7.3	84.2	3.5
Cooke County C	1,687	0.6	0.8	2.8	2.0	93.4	0.4
Criswell Center for Biblical Studies	358	0.0	0.6	0.3	0.6	98.6	0.0
Dallas Baptist C	1,563	0.7	2.0	17.2	4.4	71.2	4.5
Dallas Bible C	217	0.0	1.4	15.2	1.4	79.3	2.8
Dallas Christian C	121	0.0	0.8	4.1	5.8	87.6	1.7
Dallas County CC System							
Brookhaven C	6,952	0.4	3.6	4.1	4.6	86.4	0.9
Cedar Valley C	2,205	0.3	0.5	45.4	3.4	50.2	0.1
Eastfield C	8,514	0.5	3.2	8.0	6.3	81.6	0.4
El Centro C	5,506	0.6	2.1	48.0	9.3	38.4	1.5
Mountain View C	5,288	0.9	3.8	22.7	11.3	60.8	0.5
North Lake C	5,667	0.4	2.4	5.1	4.7	86.6	0.8
Richland C	13,672	0.3	3.9	5.5	3.7	85.8	0.8
Dallas Theol Sem	1,228	0.2	2.4	2.9	1.1	84.9	8.4
Del Mar C	9,639	0.3	0.6	3.4	45.7	49.7	0.2
DeVry Inst of Tech	2,200	0.5	6.8	16.4	11.0	62.3	3.0
East Texas Baptist C	714	0.6	0.0	7.7	1.4	88.8	1.5
East Texas St U	7,100	0.7	0.5	9.6	2.6	79.6	6.9
East Texas St U Texarkana	1,272	1.1	0.3	11.6	0.7	84.4	1.9
El Paso CC	14,062	0.5	1.1	6.9	64.5	25.8	1.2
Episcopal Theol Sem of The Southwest	74	0.0	1.4	1.4	4.1	86.5	6.8
Fashion & Art Inst of Dallas	480	0.2	0.4	10.6	5.0	83.7	0.0
Frank Phillips C	959	3.5	0.3	2.9	0.8	92.4	0.0
Galveston C	2,014	0.1	2.3	20.1	15.2	61.9	0.3
Grayson County JC	5,142	0.3	0.8	3.7	1.6	93.4	0.1
Hardin-Simmons U	1,834	0.1	0.5	3.1	4.7	90.6	1.0
Henderson County JC	3,795	0.3	0.4	18.1	3.7	75.2	2.3
Hill JC	1,159	0.1	0.5	5.2	3.6	90.5	0.1
Houston Baptist U	2,624	0.3	5.8	7.6	6.4	75.2	4.8
Houston CC	25,118	0.2	7.2	22.0	10.1	60.0	0.5
Howard County JC Dist	1,167	0.9	0.7	4.7	13.3	79.3	1.0
Howard Payne U	817	0.1	0.2	6.5	5.1	87.5	0.5
Huston-Tillotson C	587	0.0	0.5	57.8	1.5	0.7	39.5
Incarnate Word C	1,350	0.4	1.0	9.6	31.6	53.2	4.1
Jacksonville C	240	0.8	2.1	8.7	0.8	75.8	11.7
Jarvis Christian C	533	0.0	0.0	99.6	0.2	0.2	0.0
Kilgore C	4,469	0.3	0.5	11.1	0.8	87.2	0.2
Lamar U	15,835	0.4	0.3	19.7	3.6	71.1	4.9
Laredo JC	4,038	0.0	0.1	0.3	87.8	6.4	5.4
Lee C	4,879	0.4	1.1	15.6	9.2	72.9	0.8
LeTourneau C	896	0.6	0.7	0.7	0.2	91.6	6.2
Lon Morris C	300	0.3	0.7	15.0	2.7	74.7	6.7
Lubbock Christian C	1,038	0.9	0.7	6.6	5.2	81.9	4.8
McLennan CC	4,732	0.1	0.7	14.3	5.4	78.9	0.5
McMurry C	1,482	0.4	0.9	8.5	7.8	81.7	0.6
Midland C	3,417	0.1	1.3	4.6	10.9	82.2	0.9
Midwestern St U	4,857	0.4	2.0	4.3	3.5	87.6	2.2
Miss Wades Fashion C	172	0.0	0.0	33.1	9.3	54.7	2.9
Navarro C	2,816	0.1	1.0	13.2	2.3	83.1	0.3
North Harris County C	10,949	0.3	3.3	4.6	7.0	84.0	0.7
North Texas St U	21,414	0.2	0.4	6.2	2.9	79.2	11.1
Oblate Sch of Theol	127	0.0	0.0	0.0	17.3	73.2	9.4
Odessa C	4,916	0.2	1.6	4.3	18.2	77.1	0.6
Our Lady of the Lake U	1,685	0.4	0.5	8.2	49.0	39.4	2.4
Pan American U	10,042	0.2	0.6	0.8	77.9	19.6	0.9
Panola JC	1,370	0.1	0.3	17.0	0.5	82.0	0.1
TEXAS—Continued							
Paris JC	2,142	0.7%	0.5%	9.4%	1.1%	86.5%	1.9%
Paul Quinn C	355	0.0	0.3	97.7	0.0	1.1	0.8
Ranger JC	698	0.7	0.4	25.1	9.2	62.0	2.6
Rice U	4,040	0.2	4.2	3.8	2.8	80.9	8.1
Saint Edward's U	2,356	0.4	0.8	4.8	20.1	58.7	15.2
Saint Mary's U of San Antonio	3,306	0.2	0.8	4.4	34.6	54.9	5.0
Sam Houston St U	10,472	0.3	0.4	6.4	3.8	85.6	3.5
Saint Philip's C	6,313	0.5	1.4	24.3	40.8	31.9	1.1
San Antonio C	22,274	0.4	1.3	6.5	42.7	45.9	3.1
San Jacinto C							
Central	13,155	0.3	1.6	3.5	8.7	79.6	6.4
North	3,577	0.3	2.5	13.6	11.0	70.4	2.2
Schreiner C	489	0.0	0.2	4.5	9.6	82.4	3.3
South Plains C	3,671	0.3	0.9	7.9	16.5	73.2	1.3
South Texas C of Law	1,186	0.3	1.3	2.6	4.5	91.1	0.3
Southern Methodist U	9,261	0.3	1.8	3.0	3.3	88.5	3.1
Southwest Texas JC	2,483	0.2	0.3	1.1	55.9	42.0	0.5
Southwest Texas St U	19,222	0.2	0.5	4.1	10.4	82.7	2.1
Southwestern Adventist C	683	0.4	1.3	5.6	14.8	70.1	7.8
Southwestern Assemblies of God C	579	0.9	0.5	2.1	9.3	87.0	0.2
Southwestern Christian C	272	0.0	0.0	86.8	0.0	0.4	12.9
Southwestern U	1,001	0.0	1.2	2.0	4.6	89.2	3.0
Stephen F Austin St U	12,549	0.1	0.2	4.3	1.8	92.8	0.7
Sul Ross St U	2,241	0.3	0.4	3.9	34.1	58.5	2.9
Tarrant County JC	25,990	0.4	2.0	9.8	5.5	81.8	0.6
Temple JC	2,334	0.2	0.8	9.6	7.8	81.4	0.3
Texarkana C	3,585	0.3	0.2	12.7	0.6	86.0	0.3
Texas A&M U							
Main campus	36,827	0.1	1.7	1.6	4.6	87.6	4.3
Galveston	608	0.2	1.0	0.8	3.0	92.6	2.5
Prairie View A&M U	4,437	0.1	1.2	89.5	0.9	7.8	0.5
Tarleton St U	4,624	0.1	0.6	2.2	1.6	92.6	2.9
Texas Chiropractic C	449	0.0	0.4	1.3	1.3	94.9	2.0
Texas Christian U	6,747	0.3	0.4	4.4	2.8	92.0	0.0
Texas C	573	0.0	0.0	67.2	0.0	0.2	32.6
Texas C of Osteo Med	395	1.5	3.0	1.8	6.8	86.8	0.0
Texas Lutheran C	1,377	0.1	1.1	6.8	9.2	81.9	0.9
Texas Southern U	8,910	0.1	0.9	66.8	2.5	2.3	27.3
Texas Southmost C	4,886	0.3	0.4	0.2	80.1	16.4	2.7
Texas St Tech Inst							
Amarillo	1,118	1.2	2.1	3.7	13.4	77.8	1.8
Rio Grande	2,359	0.1	0.2	0.3	82.9	15.7	0.9
Sweetwater	502	0.0	0.6	4.2	13.9	81.3	0.0
Waco	4,609	0.4	1.1	10.2	7.8	79.5	1.0
Texas Tech U	23,406	0.2	1.0	2.3	5.0	86.5	4.9
Texas Tech U Health Sciences Center	709	0.1	4.4	1.8	7.9	85.5	0.3
Texas Woman's U	8,259	0.3	1.6	12.4	5.5	74.5	5.7
Trinity U	2,850	0.4	1.6	0.8	7.3	87.7	2.1
Tyler JC	6,889	0.3	0.2	15.3	1.2	82.0	1.0
U of Dallas	2,466	0.4	2.7	1.7	3.8	82.4	9.0
U of Houston							
Clear Lake	6,392	0.4	3.3	4.6	4.6	85.6	1.5
Downtown	6,391	0.2	9.8	26.5	16.3	36.7	10.6
U Park	31,095	0.4	6.4	8.8	6.1	71.3	7.0
Victoria	926	0.3	0.4	2.9	7.1	89.1	0.1
U of Mary Hardin-Baylor	1,181	0.0	0.3	7.5	8.2	76.2	7.8
U of Saint Thomas	1,983	0.3	2.6	6.0	12.0	74.0	5.1
U System of South Texas							
Corpus Christi St U	3,589	0.3	1.1	2.4	26.4	69.0	0.8
Laredo St U	928	0.0	0.3	1.3	76.7	11.6	10.0
Texas A&I U	5,509	0.4	1.9	4.4	49.1	39.8	4.4
U of Texas							
Austin	47,973	0.2	3.0	3.3	8.7	78.0	6.8
Arlington	23,397	0.4	5.1	6.4	3.9	78.1	6.1
Dallas	7,442	0.4	4.3	3.7	2.8	81.3	7.6
El Paso	15,322	0.3	0.7	2.2	47.3	41.1	8.5
Health Science Centers							
Dallas	1,398	0.4	3.1	3.4	5.9	84.0	3.1
Houston	2,800	0.2	5.7	6.1	6.6	77.5	3.9
San Antonio	2,332	0.6	3.2	2.7	12.6	80.2	0.7
Med Branch at Galveston	2,505	0.4	5.5	4.6	6.4	83.1	0.1
Permian Basin	2,003	0.4	1.4	2.2	6.6	88.4	0.9
San Antonio	12,612	0.1	2.2	3.0	22.0	72.6	0.0
Tyler	3,546	0.4	0.4	7.4	0.9	89.8	1.2
Vernon Regional JC	1,849	0.7	1.3	10.8	6.8	80.2	0.2
Victoria C	2,889	0.1	0.6	3.6	17.0	78.2	0.6
Wayland Baptist U	1,707	0.3	0.9	5.9	8.1	83.4	1.5
Weatherford C	1,532	3.3	0.2	4.0	1.3	83.2	8.0
West Texas St U	6,474	0.2	1.4	3.1	6.0	87.0	2.2
Western Texas C	1,319	0.2	0.0	4.6	9.2	85.5	0.5
Wharton County JC	2,527	0.0	0.8	12.0	14.7	72.4	0.1
Wiley C	546	0.0	0.0	93.8	0.0	0.2	6.0
UTAH							
Brigham Young U							
Main campus	29,571	0.9%	0.6%	0.1%	0.4%	93.3%	4.8%
Hawaii	1,936	0.0	31.0	0.4	0.0	33.6	35.1
Stevens Henager C	759	0.7	2.0	7.8	4.3	85.1	0.1
Utah Higher Education Sys							
U of Utah	24,568	0.6	2.2	0.5	1.8	90.9	4.0
Utah St U	11,544	0.3	1.2	0.5	0.6	90.0	7.5
Southern Utah St C	2,529	3.8	0.6	0.7	0.9	92.9	1.2
Weber St C	10,130	0.9	1.4	1.4	2.3	91.2	2.8
C of Eastern Utah	1,113	0.4	0.6	3.7	6.7	88.4	0.1
Dixie C	1,904	1.6	0.6	1.4	0.3	94.7	1.3
Snow C	1,317	1.4	1.0	0.9	0.8	90.2	5.7
Utah Tech C							
Provo	5,821	1.6	2.1	0.2	2.0	91.5	2.5
Salt Lake	8,289	1.2	3.3	0.6	3.6	90.7	0.6
Westminster C of Salt Lake City	1,234	0.7	1.4	1.8	3.3	87.0	5.8
VERMONT							
Bennington C	584	0.0%	1.2%	1.9%	1.9%	87.7%	7.4%
Burlington C	167	1.2	0.0	2.4	1.2	95.2	0.0
Champlain C	1,801	0.0	0.0	0.2	0.0	99.6	0.2
C of Saint Joseph the Provider	387	0.5	0.3	1.3	0.3	97.4	0.3
Green Mountain C	385	0.0	0.0	0.8	0.0	96.9	2.3
Marlboro C	190	0.0	0.0	1.1	1.6	95.3	2.1
Middlebury C	2,012	0.8	0.0	1.0	0.8	97.0	0.3
Norwich U	1,586	0.6	0.6	2.0	1.5	93.9	1.4
Vermont C	942	0.1	0.3	5.1	2.1	90.1	2.2
Saint Michael's C	2,009	0.0	0.1	0.1	0.1	94.9	4.8
Sch for Int'l Training	438	0.2	0.5	1.4	0.0	72.4	25.6
Southern Vermont C	482	0.0	0.0	1.9	1.0	95.0	2.1
Sterling C	70	0.0	0.0	0.0	0.0	98.6	1.4
Trinity C	945	0.0	0.0	0.1	0.0	99.9	0.0
U of Vermont	10,908	0.0	1.1	0.5	0.5	97.2	0.7
Vermont St C's System							
Castleton St C	2,043	0.2	0.1	0.6	0.3	98.7	0.1
CC of Vermont	2,344	0.5	0.3	0.1	0.3	98.8	0.0
Johnson St C	1,128	0.0	0.3	0.4	0.4	96.5	2.5
Lyndon St C	1,014	0.0	0.2	0.4	0.6	98.5	0.3
Vermont Tech C	755	0.0	0.7	0.0	0.1	98.9	0.3
VIRGINIA							
Averett C	952	0.0%	0.2%	8.4%	0.4%	88.8%	2.2%
Bluefield C	326	0.0	0.9	4.3	0.0	92.9	1.8
Bridgewater C	791	0.1	0.0	1.5	0.0	97.2	1.1
Christopher Newport C	4,268	0.3	1.1	10.6	0.4	87.0	0.5
C of William and Mary	6,640	0.2	1.3	4.1	0.9	91.0	2.5
Richard Bland C	934	0.2	1.5	15.8	0.9	81.6	0.0
Eastern Mennonite C	919	0.0	0.2	1.4	1.4	93.7	3.3

Continued on Following Page

FACT-FILE—Continued

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
VIRGINIA—Continued							
Eastern Va Med Sch	359	0.0%	5.3%	7.2%	2.2%	85.0%	0.3%
Emory and Henry C	768	0.0	0.1	2.0	0.5	97.3	0.1
Ferrum C	1,580	0.3	0.2	7.4	0.6	91.1	0.4
George Mason U	15,534	0.3	4.5	3.7	2.0	86.1	3.4
Hampden-Sydney C	752	0.0	0.0	1.2	0.3	98.4	0.1
Hampton U	4,260	0.0	0.2	90.8	0.3	5.8	2.8
Hollins C	982	0.0	0.2	2.4	0.3	95.6	1.4
James Madison U	10,016	0.1	0.5	5.9	0.5	92.9	0.1
Longwood C	2,713	0.1	0.7	7.9	0.1	91.0	0.1
Lynchburg C	2,150	0.0	0.3	2.1	0.4	95.1	2.1
Mary Baldwin C	908	0.1	1.1	3.3	1.1	94.1	0.3
Mary Washington C	3,049	0.2	1.0	4.1	1.1	93.2	0.4
Marymount C of Va	2,088	0.2	2.7	6.8	2.8	81.3	6.1
National Business C	1,196	0.1	0.2	35.4	2.2	61.8	0.4
Norfolk St U	7,233	0.1	0.2	85.7	0.2	9.5	4.3
Old Dominion U	15,626	0.5	2.0	9.4	1.3	84.3	2.5
Protestant Episcopal Theol Sem in Va	212	0.0	0.0	2.8	0.0	92.0	5.2
Radford U	6,802	0.2	0.8	2.7	0.6	95.3	0.3
Randolph-Macon C	965	0.4	0.6	2.0	0.5	95.9	0.6
Randolph-Macon Woman's C	742	0.0	0.9	1.3	0.8	94.9	2.0
Roanoke C	1,455	0.1	0.3	1.3	0.1	98.2	0.0
Saint Paul's C	697	0.0	0.0	97.4	0.0	1.6	1.0
Shenandoah C and Conservatory of Music	932	0.0	0.9	6.3	0.0	92.8	0.0
Southern Sem JC	246	0.0	0.0	3.7	0.0	95.5	0.8
Sweet Briar C	725	0.0	0.0	3.2	0.0	93.7	3.2
Union Theol Sem in Va	257	0.0	0.4	1.2	0.0	94.9	3.5
U of Richmond	4,578	0.2	0.5	3.3	0.4	95.1	0.5
U of Virginia							
Main campus	17,143	0.1	2.2	6.8	0.4	88.4	2.1
Clinch Valley C	891	0.1	1.6	2.5	0.3	95.5	0.0
Virginia Commonwealth U	19,773	0.3	2.0	14.6	0.9	81.4	0.8
Virginia CC System							
Blue Ridge	2,016	0.1	0.5	2.3	0.2	96.7	0.0
Central Virginia	3,565	0.2	0.6	11.7	0.1	87.3	0.1
Dabney S Lancaster	1,213	0.2	0.1	6.3	0.1	93.2	0.0
Danville	2,012	0.1	0.3	18.4	0.2	80.9	0.0
Eastern Shore	378	0.0	0.0	19.3	0.0	80.4	0.3
Germanna	1,758	0.1	0.5	8.6	0.6	90.0	0.1
J Sargeant Reynolds	9,190	0.2	1.4	25.5	0.4	72.1	0.3
John Tyler	3,904	0.4	1.2	21.8	0.5	76.1	0.1
Lord Fairfax	1,679	0.0	0.1	2.1	0.2	97.6	0.1
Mountain Empire	2,501	0.0	0.2	1.7	0.1	97.9	0.0
New River	2,737	0.0	0.2	3.8	0.4	95.1	0.4
Northern Virginia	32,053	0.3	6.8	7.6	3.0	80.2	2.0
Patrick Henry	1,598	0.0	0.2	11.1	0.4	88.2	0.0
Paul D Camp	1,154	0.2	0.3	37.2	0.1	62.2	0.0
Piedmont Virginia	3,644	0.2	1.3	8.2	0.6	89.3	0.4
Rappahannock	1,318	0.5	0.2	18.8	0.2	80.2	0.0
Southside Virginia	1,465	0.1	0.2	30.6	0.1	68.9	0.1
Southwest Virginia	3,520	0.0	0.3	0.9	0.1	98.6	0.1
Thomas Nelson	6,151	0.4	1.7	24.5	0.9	72.2	0.3
Tidewater	14,976	0.4	3.5	14.1	0.9	80.7	0.4
Virginia Highlands	1,595	0.1	0.3	1.6	0.2	97.9	0.1
Virginia Western	5,722	0.1	0.5	7.3	0.1	91.6	0.3
Wytheville	1,584	0.1	0.2	2.0	0.1	97.6	0.0
Virginia Intermont C	517	0.4	0.4	5.6	2.7	85.1	5.8
Virginia Military Inst	1,338	0.1	2.0	5.7	1.4	89.2	1.6
Va Polytech Inst & St U	23,303	0.1	1.4	4.2	0.6	88.4	5.2
Virginia St U	4,108	0.1	0.4	85.9	0.2	10.7	2.8
Virginia Union U	1,298	0.0	0.0	99.9	0.0	0.1	0.0
Virginia Wesleyan C	976	0.2	1.3	8.1	0.8	87.4	1.6
Washington and Lee U	1,705	0.1	0.1	2.0	0.6	95.9	1.3
WASHINGTON							
Art Inst of Seattle	602	0.3%	1.3%	2.2%	2.3%	93.0%	0.8%
Bellevue CC	7,779	0.4	4.5	1.4	1.1	91.7	0.9
Big Bend CC	1,578	1.6	0.4	0.9	3.6	91.1	2.3
Central Washington U	7,375	1.4	1.8	1.6	2.1	92.0	1.1
Centralia C	2,776	0.9	0.7	0.1	0.3	97.6	0.3
Clark C	6,217	0.8	1.7	0.4	0.4	96.2	0.6
Columbia Basin CC	4,967	0.3	1.5	0.4	1.5	96.2	0.1
Cornish Inst	555	1.1	1.6	4.5	1.4	89.0	2.3
Eastern Washington U	8,527	1.2	1.0	1.3	1.6	92.0	2.9
Edmonds CC	5,775	1.3	2.6	1.8	1.0	91.3	2.0
Everett CC	5,248	1.8	2.8	0.4	0.8	94.2	0.1
Evergreen St C	2,826	2.2	2.5	3.7	1.6	89.3	0.8
Fort Steilacoom CC	6,865	1.7	5.4	8.7	3.0	80.1	1.2
Gonzaga U	3,210	0.8	2.6	0.7	1.9	82.3	11.7
Grays Harbor C	2,114	3.5	1.3	0.3	0.4	94.4	0.1
Green River CC	4,685	1.2	2.8	1.0	1.2	93.5	0.2
Griffin C	1,472	1.9	16.4	13.2	1.7	65.8	0.9
Heritage C	339	15.3	2.9	0.3	19.2	39.5	22.7
Highline CC	6,887	1.3	6.1	2.3	1.6	88.6	0.1
John Bastyr C of Naturopathic Med	152	0.7	2.6	2.6	0.7	86.2	7.2
Lower Columbia C	2,866	1.1	0.9	0.2	0.5	97.1	0.1
Lutheran Bible Inst of Seattle	207	1.0	2.4	1.4	0.0	90.3	4.8
Northwest C of the Assemblies of God	690	2.0	2.3	0.4	1.2	91.6	2.5
Olympic C	5,692	1.5	5.2	3.4	2.0	87.9	0.1
Pacific Lutheran U	3,694	0.5	3.0	1.8	0.7	88.4	5.5
Peninsula C	2,441	2.5	0.9	0.1	1.3	95.0	0.3
Puget Sound Christian C	122	0.8	1.6	1.6	0.8	93.4	1.6
Saint Martin's C	508	3.7	3.0	1.6	1.2	71.1	19.5
Seattle CC District							
Central	5,382	1.5	10.6	11.2	1.9	73.4	1.3
North	5,467	1.0	10.5	2.4	1.3	84.8	0.1
South	3,736	1.6	9.5	4.6	1.8	80.7	1.9
WASHINGTON—Continued							
Seattle Pacific U	2,935	0.8%	3.4%	1.5%	0.3%	89.1%	4.8%
Seattle U	4,626	0.7	5.8	2.6	0.9	81.1	8.9
Shoreline CC	5,604	0.7	4.9	1.4	1.0	88.1	3.9
Skagit Valley C	3,894	1.7	1.5	0.7	2.0	93.2	0.9
South Puget Sound CC	2,959	1.0	3.0	0.6	1.0	94.2	0.1
Tacoma CC	4,010	1.4	5.6	6.8	1.6	82.0	2.6
U of Puget Sound	3,924	0.6	4.0	1.7	0.6	92.2	0.8
U of Washington	34,450	0.9	11.1	2.9	1.4	79.2	4.5
Walla Walla C	1,635	0.3	1.8	1.5	1.5	81.8	13.1
Walla Walla CC	3,357	1.1	0.7	3.6	2.6	90.6	1.4
Washington St CC District							
Spokane	6,065	0.9	1.5	0.5	0.7	96.3	0.1
Spokane Falls	8,239	1.3	1.7	1.1	1.0	94.7	0.2
Washington St U	16,484	0.7	3.0	2.1	0.9	88.6	4.7
Wenatchee Valley C	2,059	4.3	1.3	0.3	1.4	92.2	0.5
Western Washington U	9,144	0.9	2.0	0.6	0.7	94.0	1.8
Whatcom CC	1,963	4.9	1.5	0.4	0.8	91.8	0.6
Whitman C	1,185	0.3	5.0	1.0	1.0	90.7	2.0
Whitworth C	1,764	0.7	2.0	1.4	0.6	92.7	2.6
Yakima Valley CC	3,426	4.8	1.2	1.0	6.2	85.5	1.3
WEST VIRGINIA							
Alderson Broaddus C	781	0.3%	0.8%	2.6%	0.6%	93.5%	2.3%
Appalachian Bible C	188	0.0	0.0	1.6	1.6	96.8	0.0
Beckley C	1,669	0.0	0.7	5.8	0.0	93.6	0.0
Bluefield St C	2,597	0.1	0.3	10.2	0.1	87.9	1.4
Concord C	2,217	0.1	0.5	6.0	0.3	92.9	0.2
Fairmont St C	5,004	0.2	0.3	2.8	0.2	96.3	0.2
Glenville St C	1,914	0.1	0.7	1.6	0.1	97.5	0.0
Huntington JC	426	0.0	0.0	9.9	0.0	90.1	0.0
Marshall U	11,318	0.1	0.6	3.4	0.2	94.4	1.2
National Education Center							
National Inst Tech	387	0.0	0.0	5.2	0.3	94.6	0.0
Ohio Valley C	290	0.0	0.0	1.7	0.3	97.2	0.7
Parkersburg County C	2,977	0.1	0.4	0.7	0.4	98.4	0.0
Potomac St C	875	0.2	0.2	7.0	0.1	92.3	0.1
Salem C							
Main campus	833	0.1	1.6	13.2	0.7	83.4	1.0
Clarksburg	337	0.0	0.0	0.3	0.0	99.7	0.0
Shepherd C	3,534	0.2	0.4	3.1	0.1	96.2	0.0
Southern W Va CC	2,359	0.7	0.6	2.0	0.1	96.6	0.0
West Liberty St C	2,524	0.1	0.3	1.7	0.2	97.6	0.1
West Va C of Grad Studies	2,715	0.2	1.0	4.6	0.3	93.8	0.1
West Virginia Inst of Tech	3,210	0.2	3.0	6.9	0.4	88.6	1.0
West Virginia Northern CC	3,540	0.2	0.6	2.8	0.2	96.1	0.0
West Va Sch of Osteo Med	235	0.9	1.7	2.1	0.4	94.9	0.0
West Virginia St C	4,295	0.2	0.7	13.4	0.2	85.0	0.5
West Virginia U	19,070	0.1	0.9	2.2	0.5	92.1	4.2
West Virginia Wesleyan C	1,539	0.1	0.6	3.0	0.5	93.2	2.6
Wheeling C	1,088	0.2	1.3	1.4	0.6	94.6	1.9
WISCONSIN							
Alverno C	1,512	1.0%	0.5%	10.9%	2.2%	84.8%	0.5%
Beloit C	976	0.1	2.3	2.5	1.3	88.9	4.9
Blackhawk Tech Inst	2,300	0.5	0.5	6.0	0.4	92.6	0.0
Cardinal Stritch C	1,982	0.1	0.4	8.1	0.6	90.3	0.5
Carroll C	1,568	0.3	0.6	3.2	1.5	93.8	0.7
Carthage C	1,502	0.0	0.4	4.7	0.9	93.5	0.5
Concordia C	811	0.4	1.1	7.2	0.1	88.8	2.5
District One Tech Inst	3,037	0.6	1.2	0.2	0.3	97.7	0.0
Edgewood C	681	0.3	0.0	2.6	0.7	92.4	4.0
Fox Valley Tech Inst	3,601	0.4	0.5	0.1	0.3	98.6	0.1
Holy Redeemer C	49	0.0	0.0	2.0	4.1	87.8	6.1
Inst of Paper Chemistry	104	0.0	1.0	0.0	0.0	95.2	3.8
Lakeland C	955	0.4	0.8	6.7	0.6	91.2	0.2
Lawrence U	1,062	0.4	0.8	1.7	0.2	94.4	2.5
Madison Area Tech C	5,930	0.6	2.5	1.7	0.8	94.3	0.1
Madison Business C	419	0.5	0.0	1.7	0.0	96.2	1.7
Marian C of Fond Du Lac	456	0.0	1.3	0.9	1.3	96.1	0.4
Marquette U	11,630	0.2	3.9	3.5	2.4	87.4	2.6
Med C of Wisconsin	856	0.1	5.0	3.7	5.4	84.1	1.6
Mid-State Tech Inst	1,819	1.1	0.4	0.1	0.2	98.2	0.0
Milwaukee Area Tech C	20,783	1.1	1.7	15.9	2.0	78.9	0.2
Milwaukee Inst of Art & Design	363	1.1	0.6	1.9	1.4	94.2	0.8
Milwaukee Sch of Engr	2,553	0.0	2.6	4.0	0.3	91.8	1.3
Moraine Park Voc-Tech & Adult Ed	4,846	0.3	0.7	0.3	0.8	97.9	0.0
Mount Mary C	1,291	0.5	0.8	4.0	0.7	92.7	1.3
Mount Senario C	751	12.1	2.3	3.7	2.4	77.2	2.3
Nashotah House	74	0.0	1.4	0.0	0.0	98.6	0.0
Nicolet C & Tech Inst	1,168	5.0	0.3	0.3	0.4	94.0	0.0
North Central Tech Inst	3,646	1.0	1.0	0.1	0.1	97.8	0.0
Northeast Wis Tech Inst	4,380	2.7	0.8	0.2	0.4	95.7	0.2
Northland C	586	8.2	0.0	1.4	1.7	86.9	1.9
Northwestern C	241	0.0	0.0	0.4	0.0	98.8	0.8
Ripon C	860	0.3	1.0	0.8	0.7	95.6	1.5
Sacred Heart Sch of Theol	100	0.0	1.0	0.0	2.0	91.0	6.0
Saint Norbert C	1,741	0.2	0.2	0.1	0.1	99.4	0.1
Silver Lake C	393	0.0	0.5	0.0	0.3	98.5	0.8
SW Wis Voc-Tech Inst	1,080	0.0	0.0	0.2	0.0	99.8	0.0
Stratton C	572	0.9	0.7	37.9	2.3	57.2	1.0
U of Wisconsin							
Eau Claire	10,767	0.3	0.3	0.3	0.3	97.2	1.7
Green Bay	4,876	1.5	0.5	1.1	0.3	93.5	3.1
La Crosse	9,109	0.4	0.4	.0.7	0.4	97.5	0.7
Madison	44,218	0.2	1.8	1.8	1.2	89.0	6.1
Milwaukee	26,464	0.6	1.3	6.3	1.8	87.5	2.5
Oshkosh	11,103	0.5	0.6	1.2	0.5	96.6	0.8
Parkside	5,544	0.3	1.1	3.6	1.8	92.8	0.3
Platteville	5,293	0.2	0.3	0.7	0.2	97.1	1.4
River Falls	5,287	0.4	0.4	0.7	0.2	96.8	1.6
Stevens Point	9,008	1.1	0.4	0.5	0.4	95.7	1.9
WISCONSIN—Continued							
U of Wisconsin—Continued							
Stout	7,383	0.7%	0.4%	1.0%	0.3%	94.4%	3.3%
Superior	2,095	1.1	0.7	1.3	0.1	93.9	2.9
Whitewater	10,737	0.2	0.4	1.7	0.7	95.8	1.2
Centers	10,042	0.4	0.9	1.4	0.5	96.6	0.2
Viterbo C	1,074	0.2	0.7	0.6	0.6	97.5	0.6
Waukesha Co Tech Inst	4,813	0.3	0.3	0.1	0.5	98.8	0.0
Western Wis Tech Inst	4,432	0.4	6.5	0.4	0.3	92.4	0.0
Wisconsin Consv of Music	54	0.0	0.0	29.6	1.9	57.4	11.1
Wisconsin Indianhead Voc-Tech & Adult Ed	1,899	3.3	0.4	0.4	0.1	95.7	0.0
Wisconsin Lutheran C	107	0.0	0.0	5.6	0.0	94.4	0.0
Wis Sch of Electronics	421	0.2	0.0	1.7	0.7	97.1	0.2
Wisconsin Sch of Professional Psychology	37	0.0	0.0	0.0	0.0	100.0	0.0
WYOMING							
Casper C	3,248	0.7%	0.3%	0.2%	1.1%	97.1%	0.6%
Central Wyoming C	865	9.5	0.1	1.2	0.7	88.1	0.5
Eastern Wyoming C	1,125	0.2	0.0	0.4	2.3	97.1	0.0
Laramie County CC	3,125	0.4	0.7	2.9	2.8	81.8	11.4
Northwest CC	1,719	0.2	0.0	0.1	3.4	95.8	0.5
Sheridan C	1,601	0.6	0.0	0.4	0.0	98.4	0.6
U of Wyoming	10,087	0.5	0.7	0.8	1.4	93.1	3.6
Western Wyoming CC	1,654	0.4	0.6	0.5	2.0	96.6	0.0
U.S. SERVICE SCHOOLS							
Uniformed Services U of the Health Sciences	729	0.3%	6.7%	2.5%	2.2%	87.9%	0.4%
US Air Force Acad	4,414	0.5	3.3	6.8	4.6	84.8	0.0
US Coast Guard Acad	785	0.5	4.1	1.4	1.8	89.9	2.3
US Merchant Marine Acad	1,079	0.2	1.9	1.9	1.8	92.0	2.2
US Military Acad	4,608	0.4	2.6	8.1	3.9	84.7	0.2
US Naval Acad	4,571	0.4	3.7	4.6	4.4	86.4	0.5
AMERICAN SAMOA							
American Samoa CC	871	1.7%	80.5%	0.0%	0.0%	0.0%	17.8%
GUAM							
Guam CC	1,740	0.2%	77.5%	1.0%	0.7%	8.7%	11.8%
U of Guam	2,692	0.3	69.6	0.8	1.4	10.0	17.9
NORTHERN MARIANAS							
Northern Marianas C	431	0.0%	95.1%	0.0%	0.2%	4.6%	0.0%
PUERTO RICO							
American C of PR	3,827	0.0%	0.0%	0.0%	100%	0.0%	0.0%
Antillian C	918	0.0	0.0	1.1	93.8	0.5	4.6
Bayamon Central U	2,841	0.0	0.0	0.0	99.9	0.0	0.1
Caguas City C	912	0.0	0.0	0.0	100.0	0.0	0.0
Caribbean Center for Advanced Studies	347	0.0	0.0	0.0	96.8	2.0	1.2
Caribbean U C	3,594	0.0	0.0	0.0	100.0	0.0	0.0
Catholic U of PR	13,308	0.0	0.0	0.0	99.8	0.0	0.2
Ctr for Advanced Studies on PR and the Caribbean	260	0.0	0.0	0.0	100.0	0.0	0.0
Conserv of Music of PR	259	0.0	0.0	0.0	100.0	0.0	0.0
Electronic Data Processing C of Puerto Rico	2,522	0.0	0.0	0.0	100.0	0.0	0.0
Fundacion Ed Ana Mendez							
Colegio U Metropolitan	5,017	0.0	0.0	0.0	100.0	0.0	0.0
Puerto Rico JC	4,853	0.0	0.0	0.0	100.0	0.0	0.0
U Del Turabo	7,435	0.0	0.0	0.0	100.0	0.0	0.0
Huertas JC	1,008	0.0	0.0	0.0	100.0	0.0	0.0
Inst Comercial de PR JC	1,653	0.0	0.0	0.0	100.0	0.0	0.0
Inst Tech Comercial JC	443	0.0	0.0	0.0	100.0	0.0	0.0
Inter-American U							
Aguadilla	2,760	0.0	0.0	0.0	100.0	0.0	0.0
Arecibo	3,531	0.0	0.0	0.0	100.0	0.0	0.0
Barranquitas	1,458	0.0	0.0	0.0	100.0	0.0	0.0
Fajardo	1,861	0.0	0.0	0.0	100.0	0.0	0.0
Guayama	1,374	0.0	0.0	0.0	100.0	0.0	0.0
Metropolitan	13,249	0.0	0.0	0.0	100.0	0.0	0.0
Ponce	2,788	0.0	0.0	0.0	100.0	0.0	0.0
San German	6,727	0.0	0.0	0.0	100.0	0.0	0.0
Ponce Sch of Med	184	0.0	2.2	0.0	88.0	8.7	1.1
Ramirez C of Business and Tech	851	0.0	0.0	0.0	100.0	0.0	0.0
Tech C of the Municipality of San Juan	1,070	0.0	0.0	0.0	100.0	0.0	0.0
U Central Del Caribe Med Sch Cayey	321	0.0	0.3	0.3	89.4	10.0	0.0
U Politecnica of PR	1,257	0.0	0.0	0.0	100.0	0.0	0.0
U of Puerto Rico							
Cayey U C	3,420	0.0	0.0	0.0	100.0	0.0	0.0
Humacao U C	3,447	0.0	0.0	0.0	100.0	0.0	0.0
Mayaguez	9,831	0.0	0.0	0.0	100.0	0.0	0.0
Med Sciences	3,151	0.0	0.0	0.0	99.7	0.0	0.3
Rio Piedras	21,523	0.0	0.0	0.0	100.0	0.0	0.0
Aguadilla Regional C	1,518	0.0	0.0	0.0	100.0	0.0	0.0
Arecibo Tech U C	3,589	0.0	0.0	0.0	100.0	0.0	0.0
Bayamon Tech U C	4,090	0.0	0.0	0.0	100.0	0.0	0.0
La Montana Regional C	558	0.0	0.0	0.0	98.2	1.8	0.0
Carolina Regional C	1,436	0.0	0.0	0.0	98.1	1.9	0.0
Ponce Tech U C	1,892	0.0	0.0	0.0	100.0	0.0	0.0
U of the Sacred Heart	8,019	0.0	0.0	0.0	100.0	0.0	0.0
TRUST TERRITORY							
CC of Micronesia	334	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Micronesian Occupational C	462	0.0	100.0	0.0	0.0	0.0	0.0
VIRGIN ISLANDS							
C of the Virgin Islands	2,820	0.1%	0.9%	77.5%	34.0%	9.8%	8.3%

Campus Policies on Drug Use

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Mr. Bennett's suggestion that campuses could solve their problems with drugs simply by telling students that there were to be no drugs on campus.

"I think it's terribly naïve and cavalier to challenge college presidents that they should tell the students before they arrive that there won't be drugs here," said Steven J. Nelson, director of student activities at Dartmouth College. "What does that mean? There *are* drugs here."

Educating students about the harmful effects of substance abuse can be the most important role for colleges, some administrators said.

"Telling people they can't do something isn't necessarily the solution. You need to educate them as to why they shouldn't be doing it," said Edward Hammond, vice-president for student affairs at the University of Louisville, who has worked as a consultant on drug and alcohol issues for more than 100 colleges.

He added, however, that drug-education programs on campuses must be linked with law-enforcement efforts. He suggested that campuses combat drug use by making students aware of the dangers of drugs; by punishing students who sell drugs on campus; and by counseling students who are caught using drugs—"giving them a second chance, and then, if they use drugs again, they can be punished.

"The point is for the university to protect students. Most students do not take drugs and do not want to take drugs. Therefore, universities should back them up unequivocally."

Seen as Predating College

Some administrators who supervise campus drug-abuse-prevention programs said that they supported Mr. Bennett's anti-drug effort but that he had unfairly blamed colleges and universities for a problem present throughout society.

A new federal study has found that the rate of drug use among college students is comparable to that for non-students in the same age groups (*The Chronicle*, July 16). "How does Bennett expect the colleges to be any cleaner than the rest of society?" asked Mr. Nelson of Dartmouth.

Most students with drug dependencies develop such problems before they enter college, said Ms. Chambers of the National Association for Student Personnel Administrators. High-school and junior-high-school administrators "need to be just as aware of this problem," she said.

Other administrators, however, said colleges ought to take primary responsibility for educating people about drugs.

"I do believe we have a special role to play as educational institutions, and we ought to be held to a higher standard on issues like this," said Art Sandeen, vice-president for student affairs at the University of Florida. "And that's what we hold ourselves to."

In his comments about drug abuse, Mr. Bennett made no specific proposals, except for the recommendation that college presidents write to returning students this summer.

He said last week that "in general" he would not support random drug testing on campuses. However, such testing might be needed "if you have a plague," he said.

"If your place is, as some students have told me, quote, awash with drugs, unquote, then maybe so. But only in extreme cases, and there, to quote Winston Churchill, 'I prefer the fire brigade to the fire.' "

Canadian Sports Funds Shifted to High-Performance Centers

OTTAWA

This country's amateur-sports authorities have told the Canadian Interuniversity Athletic Union that it must shift nearly 20 per cent of its budget from travel subsidies for teams to "high-performance centers" aimed at improving Canada's showing in international competition.

The change, which could have serious repercussions on many campuses, was originally scheduled to go into effect immediately. But Sport Canada, the amateur-sports governing body, agreed last week to the union's request for a one-year delay.

In recent years, the Canadian government's Ministry of Fitness and Amateur Sport, through Sport Canada, has provided about two-thirds of the budget of the C.I.A.U., which is the intercollegiate-athletics governing body for 45 Canadian universities. Since 1978, about a third of that allocation has been earmarked for a "travel-equalization fund," which has subsidized travel to regular-season competition, particularly for the geographically remote institutions in eastern and western Canada.

Last month, Sport Canada told the universities that this year $281,000 of its allocation of $1.2-million would be switched from travel equalization to high-performance projects.

"For quite some time now," Paul Dupré, Sport Canada's liaison to the C.I.A.U., said in an interview last week, "we have been telling the C.I.A.U. that paying for interprovincial sports activities below a national level is not part of the mandate and jurisdiction of Sport Canada."

Making the budget change, said Robert W. Pugh, executive director of the college association, will force changes in the way the C.I.A.U. operates its programs. But making the change immediately, he said, would have created serious logistical problems for many C.I.A.U. institutions. He said that some would have been forced immediately to change schedules or to drop programs.

"There had been rumors over the last few months that changes were coming, but we didn't know what they'd be," he said. "When they were completely disclosed, some schools had already made plans for the upcoming year."

In a letter sent last week to the athletic directors of member institutions, the C.I.A.U. said the association and Sport Canada had agreed to attempt "to develop an approach to the utilization of travel-subsidy moneys that would address the objectives of Sport Canada with respect to high performance while still addressing in a more modest manner the existing travel-subsidy needs."

In 1983, C.I.A.U. members agreed to support the government's "high-performance mandate," which has resulted in the setting up of centers, similar to the U. S. Olympic Committee's training centers, at several universities, in cooperation with national sports-governing bodies. Most of the 45 institutions reaffirmed that commitment in a poll this year.

Benefits of the association's involvement in high-performance projects, members said, include:

► Greater visibility for the association.

► A higher caliber of competition.

► The involvement of increased numbers of athletes and coaches in international competition.

► More money and facilities for campuses with training centers.

Those who have complained about the "high-performance mandate," however, argue:

► That it has exerted subtle pressure to produce higher-quality teams.

► That it encourages neglect of athletes not in high-performance programs and ignores college sport's primary, educational purpose.

► That it is producing a tiering effect as top athletes gravitate toward high-performance centers.

"There is a split within the group as to whether we should be involved in high-performance programs," the C.I.A.U.'s Mr. Pugh said. "The government is saying they feel their money should go to high performance. That doesn't force schools to have high-performance programs, but if they want the money . . ."

The six members of the Canada West Universities Athletic Association have argued that Sport Canada will harm its own goal of developing national teams if it weakens sports in the association, which provides over half of the national-team athletes who attend universities.

Bob Corran, athletic director at the University of Calgary, said the budget cuts would force his institution to eliminate some of its smaller sports programs.

In this fiscal year, the travel subsidy accounts for 12 per cent of Calgary's travel budget and about 5 per cent of its total sports budget, he said.

While informing C.I.A.U. institutions that the budget changes would be delayed one year, Sport Canada asked the C.I.A.U. to help direct some of the subsidy toward its high-performance swimming project.

—PETER MONAGHAN

NCAA Distributes $22-Million to Tournament Participants

MISSION, KAN.

The National Collegiate Athletic Association has paid $22,145,564 to the participating conferences and teams in its 1986 Division I men's basketball championship.

The money represents the institutions' 60-per-cent share of the net receipts of the championship. The N.C.A.A. retained most of the remaining $14.7-million.

Payment was calculated by how far teams advanced in the tournament:

► The 32 teams that lost in the first round earned $178,593 each.

► The 16 teams that lost in the second round earned $357,187 each.

► The eight teams that lost in the regional semifinals earned $535,780 each.

► The four teams that lost in the regional finals earned $714,373 each.

► The teams in the Final Four earned $892,866 each.

The Final Four this year were the University of Louisville, which won the championship, and Duke University, the University of Kansas, and Louisiana State University at Baton Rouge.

Except for three teams that are not affiliated with athletic conferences, the N.C.A.A. distributed funds to conferences, each of which has its own formula for dividing the proceeds among its members. It is estimated that about 90 per cent of the 284 Division I members will receive some money from the 1986 championship tournament.

The Atlantic Coast Conference, with six teams in the tournament, collected the most, $3,214,679. The Southeastern Conference, with four teams, received $2,857,492, while the Big Eight Conference, with five teams, got $2,143,119.

The 1986 championship set a new paid-attendance record of 499,704, far outdistancing the previous mark of 427,251 set in 1982.

Gross receipts for the 1986 championship increased 18.2 per cent over the previous year to a record $41,160,135. About 80 per cent of the money came from television, 18 per cent from ticket sales, and 2 per cent from other sources.

Here is how the funds were distributed:

Conferences	
1. Atlantic Coast	$3,214,679
2. Southeastern	2,857,492
3. Big Eight	2,143,119
4. Big Ten	1,785,933
5. Big East	1,428,748
6. Metro	1,428,746
7. Sun Belt	1,250,154
8. Atlantic 10	892,967
9. Colonial	892,966
10. Missouri Valley	535,780
11. Pacific Coast	535,780
12. Trans America	357,187
13. Mid-American	357,186
13. Pacific-10	357,186
13. Western	357,186
16. Big Sky	178,593
16. East Coast	178,593
16. East Coast–Metro	178,593
16. East Coast–North Atlantic	178,593
16. Ivy	178,593
16. Metro Atlantic	178,593
16. Mid-Eastern	178,593
16. Midwestern Collegiate	178,593
16. Ohio Valley	178,593
16. Southern	178,593
16. Southland	178,593
16. Southwest	178,593
16. Southwestern	178,593
16. West Coast	178,593

Independents	
1. Cleveland State U.	$535,780
1. De Paul U.	535,780
3. U. of Notre Dame	178,593

In Brief: Athletics

Prosecutor Says Maryland Coach Knew of Drug Use on Team

A Maryland prosecutor said last week that University of Maryland basketball coaches knew that a member of the team was using drugs.

The prosecutor, Prince George's County State's Attorney Arthur A. Marshall, Jr., is investigating the death of a Maryland basketball player, Len Bias, who suffered heart failure last month after ingesting cocaine. A grand jury begins hearing testimony in the case this week.

Among the more than 70 people subpoenaed to testify are Coach Charles G. (Lefty) Driesell and two players who were with Mr. Bias when he collapsed.

Mr. Marshall said last week that investigators had learned that Mr. Driesell was told twice last season that one player used drugs. Another player, he said, switched urine samples to avoid detection. He also said there was other evidence that basketball players had used chemical methods to alter drug-test results.

Bradley U. Put on Probation for Basketball Violations

The National Collegiate Athletic Association has placed Bradley University's men's basketball team on probation for two years for rule violations in the 1980-81 season.

As part of the probation, the team will be barred from post-season competition next season, and its coaching staff may not engage in off-campus recruiting for one year.

The N.C.A.A.'s committee on infractions found that one unnamed basketball player had been given improper inducements to play at Bradley and received extra benefits while there. The player's parents were given free transportation, accommodations, meals, and installation of a telephone in their home; a job was arranged for his father; free transportation was provided for his fiancée; and he had free use of automobiles.

The committee also found that Bradley's head coach, Dick Versace, had deceived N.C.A.A. investigators.

Mr. Versace's contract with Bradley was renewed for one year on the same day the university was informed of the N.C.A.A.'s decision, but President Martin G. Abegg also announced that the contract would not be renewed again.

Mr. Abegg said in an interview, "I tried to look at a number of factors. One was the impact of the penalties on the current players, who really were not a part of this thing. I also thought we ought to expect the current coach to help us work out of the problem that he created. To bring in a new coach to operate under existing penalties seemed unfair."

Proposals to Curb Season Length Seen Unlikely at NCAA Meeting

The National Collegiate Athletic Association panel looking into ways to restrict the time that college athletes devote to sports appears unlikely to propose new limits at next January's association convention.

Wilford S. Bailey, N.C.A.A. secretary-treasurer, who chairs the panel, said last week that his committee's first session here this month was, "in large part, a planning meeting."

Because the season length, practice time, and number of games vary widely from one sport to another, Mr. Bailey said, it is almost impossible to develop an association-wide rule that is fair and equitable to players and teams in all sports. "It is really going to require a sport-by-sport evaluation," he said.

The committee will make a preliminary report to the N.C.A.A. council next month, Mr. Bailey said. But, he added, the panel's work is not likely to be completed until late spring 1987. Final recommendations will then be forwarded to the council and presidents' commission for the development of rules changes.

Among plans being considered for basketball is one that would delay the start of the season a month so that it would not interfere with first-semester final examinations. Now, the basketball season begins in late November. It is limited by N.C.A.A. rules to 28 games, but teams often play more than that because of tournaments and loopholes in the rules.

U. of Wisconsin Given Probation for Loans to Basketball Player

The National Collegiate Athletic Association has placed the men's basketball team at the University of Wisconsin at Madison on probation for two years for rules violations that took place in 1982.

The N.C.A.A.'s committee on infractions confirmed the findings of a university investigation completed earlier this year. It found that two boosters had given Cory Blackwell, who played at Madison from 1981 to 1984, two loans, of $3,114 and $1,900, to buy a car. The probe also found that the men's basketball coach, Steve Yoder, had known about the loans but failed to report them. The N.C.A.A. forbids such "extra benefits" to athletes.

After its own investigation, the university froze Mr. Yoder's salary and told him that his contract would not be extended beyond its expiration date in 1989.

Wisconsin forfeited 18 victories in which Mr. Blackwell played after receiving the loans. The university has also dissociated the boosters from the program.

People in Athletics

Rich Chew, men's gymnastics coach at San Jose State U., also to associate athletic director.

C. Donald Cook, athletic director at Fairfield U., to athletic director at U. of Hartford.

Mike Deane, assistant men's basketball coach at Michigan State U., to men's basketball coach at Siena College.

Art Donahoe, assistant wrestling coach at Clemson U., to wrestling coach and director of campus security at Siena Heights College.

Pete Fetters, assistant men's and women's swimming and diving coach at Vanderbilt U., to coach.

Wendell Forbes, ice-hockey coach at Middlebury College, has retired.

Gregory Lee Gunn, former coach of the Red Roof Inn Diving Team in Cincinnati, to men's and women's swimming and diving coach at Princeton U.

Scott Hammond, men's and women's swimming and diving coach at Tulane U., to men's and women's swimming and diving coach at Ohio U.

Cathy Inglese, former assistant women's basketball coach and assistant women's athletic director at U. of New Hampshire, to women's basketball coach at U. of Vermont.

Gary Jones, former cross-country runner at Missouri Baptist College, to men's and women's cross-country coach at Webster U.

Andrew Laska, athletic director at Assumption College, to coordinator of athletics-facilities planning and development and athletic director emeritus.

Frank Lavrisha, former assistant men's volleyball coach at Louisiana State U., to men's volleyball coach at Regis College (Colo.).

Tony Lisa, men's swimming and diving coach at Glassboro State College, also to women's swimming and diving coach.

Kristy Loesener, former assistant women's basketball coach at Utah State U., to women's basketball coach and women's tennis coach at U. of Redlands.

Tom McRann, corporate marketing director for athletics at Stanford U., to associate athletic director at San Jose State U.

Oscar Moore, men's track-and-field co-coach and men's and women's cross-country co-coach at Glassboro State College, also to women's track-and-field co-coach.

Mary Murphy, former assistant women's basketball coach at U. of Notre Dame, to women's basketball coach at U. of Wisconsin at Madison.

Dale O'Dell, assistant baseball coach at Bryant College, to coach.

Vicki Pate, women's tennis coach at Stetson U., also to men's tennis coach.

Grady Peninger, wrestling coach at Washington State U., has retired.

James A. Raabe, wrestling coach at Hamilton (Wis.) High School, to wrestling coach at MacMurray College.

Brenda Rahn, assistant field-hockey and women's lacrosse coach at Randolph-Macon College, to field-hockey and women's lacrosse coach.

John Smith, men's and women's swimming and diving coach at Vanderbilt U., has announced his retirement, effective August 1.

Bob Vanatta, former athletic director at Louisiana Tech U., to commissioner of the Sunshine State Conference.

Gary Vaught, baseball coach at Kansas State U., to baseball coach at Oral Roberts U.

Cynthia E. Wiese, assistant professor of physical education at North Texas State U., to associate professor of health science and physical education and director of women's athletics at Eastern College.

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News Summary

Articles on inside pages

Explorations of the moon and Mars are among goals outlined for the National Aeronautics and Space Administration. Story on Page 5.

Mandatory retirement of faculty members at age 70 would be eliminated under a bill approved by a Congressional committee last week. Story on Page 23.

A House committee has moved to simplify rules that have been causing delays in the distribution of federal student aid. Story on Page 9.

Donald A. Hicks, Under Secretary of Defense for research and engineering, has a reputation for speaking his mind. Interview on Page 9.

An independent organization is needed to give colleges information about investments in their employees' retirement programs, a commission has advised. Story on Page 24.

The widespread practice of hiring temporary faculty members is damaging to higher education, a new report has warned. Story on Page 23.

The sale of pornography on campuses has become a difficult issue for an increasing number of colleges. Story on Page 27.

Information technology is beginning to transform what graduate business schools teach and how they teach it. Story on Page 29.

State-run universities in France would be able to set their own admission requirements under a proposed reform. Story on Page 31.

Three students and one employee at the American University of Beirut were killed in an attack on a school bus. Story on Page 31.

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PROMISING FIELDS

Experts Recommend 4 Research Areas for Government Spending on Science

By DAVID L. WHEELER

WASHINGTON

A joint committee of the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine last week identified four research areas that it expects will bring the most immediate return on the investment of federal dollars.

The committee's report, aimed at all agencies involved in preparing the research portions of the federal budget, is intended to encourage them to put money into what the committee believes are the most promising areas of science:

► The science of thin films, substances only a few atoms to a few thousand atoms thick; and the science of interfaces, or boundaries between two substances.

► Decision making and problem solving, a field that so far has involved contributions from psychology, economics, statistics, operations research, political science, artificial intelligence, and cognitive science.

► Protein structure and biological function, including research into how chains of amino acids, after they have been translated from genetic messages, fold into functioning protein shapes, and how proteins can be artificially synthesized.

► Prevention and treatment of viral diseases, including acquired immune deficiency syndrome (or AIDS), herpes, influenza, hepatitis B, and rotaviruses, a cause of diarrheal disease and infant death worldwide.

White House and NSF Consulted

The Committee on Science, Engineering, and Public Policy has made such recommendations annually since 1982, based on the opinions of panels of experts. The committee chose the fields that the experts would look at after it consulted the White House Office of Science and Technology Policy and the National Science Foundation.

The recommendations do not include specific dollar amounts, but the experts do suggest ways to make the best use of whatever money is given out, and describe results that might be achieved.

Possible applications of research in thin films and interfaces include reducing the size but increasing the efficiency of microelectronic devices, controlling corrosion in

Continued on Page 6, Column 1

U. of California Vote and TIAA Action Buoy Divestment Backers

Even as President Reagan reaffirmed his rejection of stringent economic sanctions against South Africa last week, campus opposition to U.S. investment in that country was bolstered by two developments:

► The University of California Board of Regents voted to sell its $3.1-billion worth of holdings in businesses with ties to South Africa.

► The Teachers Insurance and Annuity Association and College Retirement Equities Fund called on about 160 U.S. corporations in which they have investments to pull out of South Africa, although the giant pension companies said that they were taking the action primarily for financial reasons and that they continued to reject divestment.

The California action, especially, is expected to increase pressures for divestment at other colleges and universities. Peter Duignan, a senior fellow at the Hoover Institution on War, Revolution, and Peace at Stanford University, said the regents' decision "encourages militant students elsewhere who can point to California and say, 'Why aren't we doing it?'

"It is going to make it difficult for any other university president to hold out against divestment."

Largest Single Divestment

The university's prominence and the size of its holdings guarantee that its decision to divest will attract a large amount of attention, said Meg Voorhes, a spokesman for the Investor Responsibility Research Center, an information service based in Washington.

"When students come back in September, they will have South Africa on their minds," she said. She predicted that the California decision would increase considerably the momentum of the divestment movement among colleges and universities.

According to the center's records, the university's action was the largest single divestment by any public or private univer-

Continued on Page 22, Column 1

Get More Involved in College Reform, State Leaders Told

But commission urges them to respect faculty's role

By SCOTT JASCHIK

SAN DIEGO

The Education Commission of the States last week called on state-government officials to get more involved in improving undergraduate education, but warned they must respect the roles of faculty members and campus administrators.

A report issued here cited "an overall mismatch between the educational needs of the nation and current practice in undergraduate education."

"State leaders can improve public awareness of the importance of undergraduate education, provide resources, and create a positive environment for change," said the report. "But lasting improvement in undergraduate education must come from within colleges and universities."

The Education Commission of the States is a non-governmental organization that helps state legislators and officials design their education policies.

The committee's report, *Transforming the State Role in Undergraduate Education: Time for a Different View*, made 22 recommendations to state leaders. Among them:

► Develop financial incentives to encourage colleges to improve their academic programs.

► Find ways to measure what college students learn without relying on any single standardized test.

► Work with high schools to raise the quality of entering freshmen and to encourage college students to avoid specializing too early.

► Set broad goals for colleges and universities while allowing campus leaders to

Continued on Page 12, Column 1

National Reports on Undergraduate Education Spur Changes at 1 in 3 Colleges, Survey Finds

By JEAN EVANGELAUF

National reports calling for the reform of undergraduate education are having a substantial impact on academe, according to a survey that the American Council on Education is releasing this week. At most colleges, faculty members are at least discussing the reports, and at over a third of them, the reform movement has spurred changes in academic programs.

Significantly, the reports have stimulated interest in the assessment of student learning, with 31 per cent of the institutions reporting that they have taken action on that issue.

However, assessment is a thorny issue: While most administrators support the concept, many are confused about what to measure, afraid that the results could be misused by outside agencies, and fearful that more testing and more studies will stretch their already tight budgets.

"The debate on assessment has so far glossed over the details, but colleges can't proceed with methods until they agree on what their objectives are," said Elaine El-Khawas, the council's vice-president for policy analysis and research and author of the survey report. "They need to debate very meaty issues."

The 1985-86 report on campus trends, the council's third such snapshot of the condition of higher education, presents a mixed picture, according to Ms. El-Khawas. "There is real financial distress," she said, "but at the same time there is a substantial rethinking of the curriculum."

Some 86 per cent of colleges are current-

Continued on Page 20, Column 1

National Reports Found Spurring College Changes

Continued from Page 1

ly making changes in their curriculum or have done so in the last few years. The most popular changes are those establishing new general-education requirements and those placing greater emphasis on communication, reasoning, and writing skills.

The survey, conducted this spring, was wide ranging, covering curricular, enrollment, faculty-hiring, and financial trends. It also asked detailed questions about student assessment, measures of institutional effectiveness, and international education.

"Lofty philosophical reasons and practical ones" underlie the interest in reviewing the curriculum, according to Ms. El-Khawas. "Curricular review can be a real revitalizing campus experience," she said, especially for campuses that have not experienced an influx of new faculty members in recent years.

While revamping the curriculum can be costly—colleges may need to hire consultants, take faculty and staff members away from their regular duties, and undertake extensive research—strengthening academic programs may be the best action that colleges can take to protect themselves against declines in enrollment and revenue.

Fresh Look at Student Services

Many institutions are already suffering from such declines. About one in three had smaller enrollments this year than last, and 29 per cent had budgets for educational expenditures that were stable or lower than they were in 1985.

In keeping with the calls for reform, which have focused not only on course work but on the entire undergraduate experience, most colleges are taking a fresh look at the services they provide students. One quarter have already made changes in such areas as academic advising, career counseling, and student employment, and slightly more say they plan to do so.

The survey indicates that the reform movement has gained momentum over the last year. In 1985, 45 per cent of the administrators said the reports had been discussed in faculty meetings and 24 per cent said they had been discussed among the trustees. By this year, those figures had jumped to 61 per cent and 39 per cent, respectively.

Changes in Academic Programs

That interest has translated into action. Changes in academic programs were reported by 36 per cent of those surveyed, up from 28 per cent in 1985. In the area of assessment, 31 per cent reported changes, up from 22 per cent one year earlier. In both years, an additional 25 to 30 per cent said they planned to make changes in those two areas.

The survey reveals a considerable divergence between what colleges believe are appropriate ways to assess students and what they actually do. For example, 84 per cent support testing students' oral-communications skills, but only 26 per cent do so. The most popular forms of assessment, performed by two-thirds or more of the colleges, are placement tests in English, mathematics, and reading.

Developing other, more sophisticated forms of assessment will take

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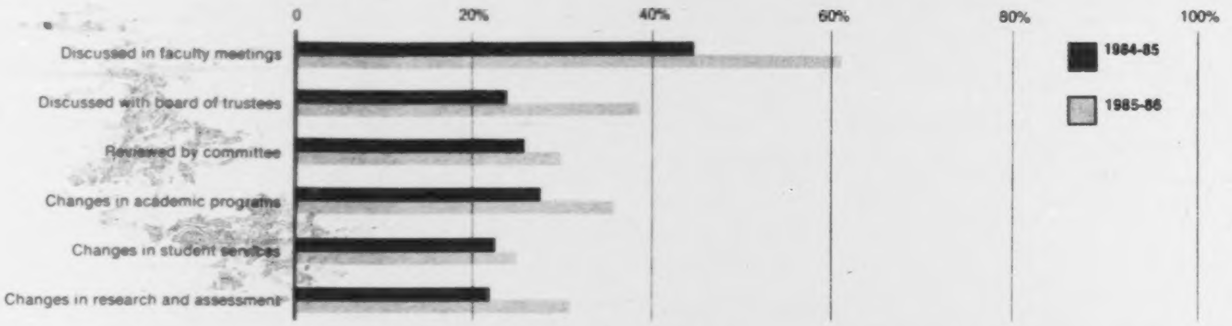
FACT-FILE

Response to National Reports on Curricular Reform

Proportion of colleges and universities reporting action in 1985-86, compared to 1984-85



	Universities		4-year colleges		2-year colleges		Public institutions		Private institutions		All institutions	
	1984-85	1985-86	1984-85	1985-86	1984-85	1985-86	1984-85	1985-86	1984-85	1985-86	1984-85	1985-86
Discussed in faculty meetings	51%	67%	51%	72%	40%	52%	n/a	60%	n/a	63%	45%	61%
Discussed with board of trustees	25%	38%	26%	39%	22%	40%	n/a	39%	n/a	40%	24%	39%
Reviewed by committee	30%	33%	31%	31%	21%	28%	n/a	34%	n/a	25%	26%	30%
Changes in academic programs	24%	33%	26%	29%	30%	41%	n/a	40%	n/a	30%	28%	36%
Changes in student services	15%	21%	18%	20%	30%	29%	n/a	27%	n/a	22%	23%	25%
Changes in research and assessment	15%	23%	15%	23%	29%	38%	n/a	37%	n/a	23%	22%	31%

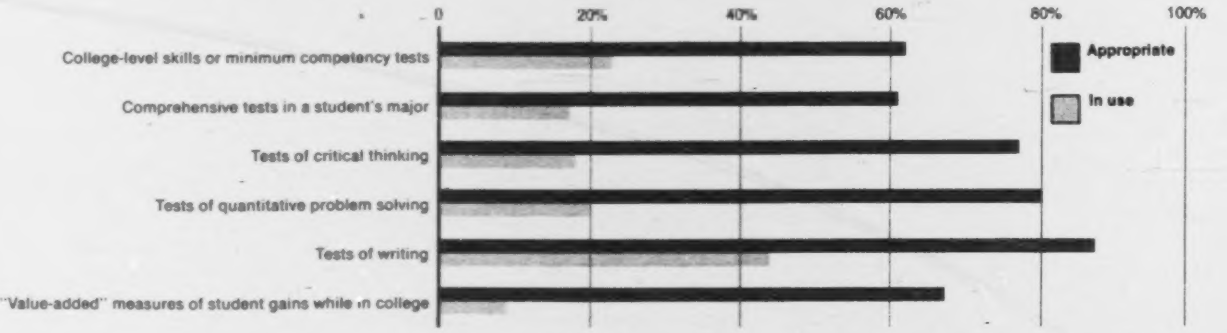
Measures of Institutional Effectiveness

Proportion of college leaders who are using them or consider them appropriate

	Universities		4-year colleges		2-year colleges		Public institutions		Private institutions		All institutions	
	Appropriate	In use	Appropriate	In use	Appropriate	In use	Appropriate	In use	Appropriate	In use	Appropriate	In use
Retention and graduation rates	87%	78%	87%	77%	89%	78%	87%	78%	89%	77%	88%	77%
Degrees and certificates awarded	79%	78%	71%	65%	78%	75%	79%	80%	73%	65%	76%	73%
Pass rates on professional licensing tests	84%	56%	75%	63%	82%	69%	87%	73%	72%	58%	80%	66%
Number of students served	67%	70%	69%	66%	76%	83%	77%	83%	65%	67%	72%	76%
Courses completed and credits earned	70%	72%	77%	75%	81%	77%	78%	76%	76%	75%	77%	75%
Test scores of professional-school graduates	80%	49%	65%	25%	58%	22%	67%	34%	65%	26%	66%	30%
Test scores of other graduates	67%	31%	52%	18%	56%	15%	55%	22%	61%	17%	58%	20%
Other measures of student learning	77%	38%	89%	38%	75%	42%	75%	41%	85%	39%	80%	40%
Percent of graduates continuing their education	79%	53%	71%	60%	79%	62%	76%	58%	78%	62%	77%	60%
Honors and other achievements of recent graduates	83%	70%	86%	64%	75%	54%	75%	53%	86%	69%	80%	60%
Job placement rates of graduates, by field	82%	56%	92%	71%	92%	80%	90%	77%	90%	72%	90%	74%
Graduates' performance on the job	74%	23%	78%	31%	89%	52%	86%	45%	78%	34%	83%	40%
Ratings by graduates	84%	54%	82%	46%	92%	54%	91%	59%	84%	43%	88%	52%
Long-term outcomes of graduates	83%	29%	95%	35%	82%	26%	81%	26%	91%	33%	86%	29%
Achievements of faculty members	94%	82%	83%	66%	73%	48%	80%	58%	81%	63%	81%	60%
Institutional success in grants and contracts	83%	71%	53%	35%	63%	48%	67%	55%	61%	42%	64%	49%
Institutional success in community services	85%	69%	68%	50%	81%	66%	87%	73%	67%	48%	78%	62%
Institutional success in research	87%	73%	44%	23%	34%	20%	48%	37%	49%	28%	49%	33%

Methods of Assessment

Proportion of college leaders who consider them appropriate and who are actually using them



	Universities		4-year colleges		2-year colleges		Public institutions		Private institutions		All institutions	
	Appropriate	In use	Appropriate	In use	Appropriate	In use	Appropriate	In use	Appropriate	In use	Appropriate	In use
College-level skills or minimum competency tests	55%	19%	70%	26%	61%	23%	62%	26%	62%	19%	62%	23%
Tests of general knowledge in areas such as the humanities and sciences	51%	15%	71%	13%	48%	15%	52%	16%	59%	12%	55%	14%
Comprehensive tests in a student's major	67%	25%	82%	26%	46%	7%	51%	11%	73%	23%	61%	17%
Tests of critical thinking	79%	17%	89%	26%	69%	15%	73%	15%	82%	22%	77%	18%
Tests of quantitative problem solving	83%	24%	88%	27%	74%	14%	75%	18%	84%	23%	80%	20%
Tests of oral communication	82%	23%	88%	29%	83%	26%	81%	27%	88%	25%	84%	26%
Tests of writing	87%	43%	91%	50%	85%	40%	84%	42%	90%	46%	87%	44%
"Value-added" measures of student gains while in college	64%	9%	80%	10%	62%	9%	65%	11%	70%	8%	67%	9%
Mathematics placement tests for entering students	89%	82%	95%	74%	95%	98%	98%	95%	88%	79%	93%	88%
English placement tests for entering students	89%	79%	88%	79%	95%	97%	99%	94%	83%	81%	92%	88%
Reading placement tests for entering students	71%	52%	78%	52%	93%	89%	93%	83%	73%	55%	84%	70%
Placement tests in other skills for entering students	64%	36%	59%	34%	75%	38%	70%	37%	65%	36%	68%	36%
Pre- and post-tests for remedial courses	67%	58%	78%	63%	85%	69%	90%	74%	66%	54%	79%	65%

Administrators' Views on Assessment

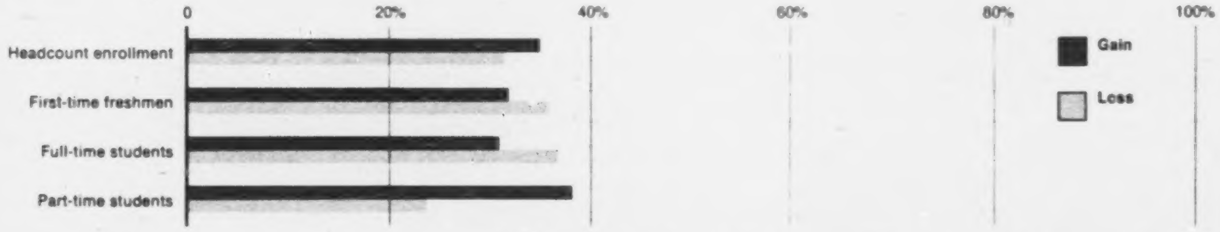
Proportion of those who agree or disagree with certain attitudes

	Universities		4-year colleges		2-year colleges		Public institutions		Private institutions		All institutions	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
College leaders favor assessment	48%	13%	80%	0%	83%	5%	77%	6%	72%	3%	75%	5%
Most faculty members support assessment	31%	23%	56%	17%	71%	4%	60%	10%	57%	14%	58%	12%
Developing assessment measures requires much experimentation	61%	20%	60%	21%	48%	33%	52%	33%	58%	19%	54%	27%
Using nationally standardized tests for assessment may distort the educational process	50%	23%	46%	35%	28%	41%	36%	37%	40%	34%	38%	35%
Assessment should be linked to analyses of institutional effectiveness	77%	6%	89%	1%	92%	1%	86%	3%	89%	2%	88%	2%
All colleges should publish evidence of their effectiveness	30%	30%	33%	24%	52%	13%	50%	19%	33%	21%	42%	20%
For accreditation, colleges should show evidence of institutional effectiveness	60%	21%	55%	19%	70%	9%	74%	12%	52%	17%	64%	14%
States should require colleges to show evidence of institutional effectiveness	40%	36%	28%	35%	56%	17%	59%	20%	28%	34%	45%	26%
Most campuses officials strongly fear the misuse of assessment by external agencies	69%	8%	70%	17%	62%	20%	62%	17%	69%	16%	66%	16%

Note: Percentages do not total 100 because "uncertain" responses are not included.

Gains and Losses in Enrollment

Proportion of colleges and universities reporting changes in 1985-86, compared to 1984-85

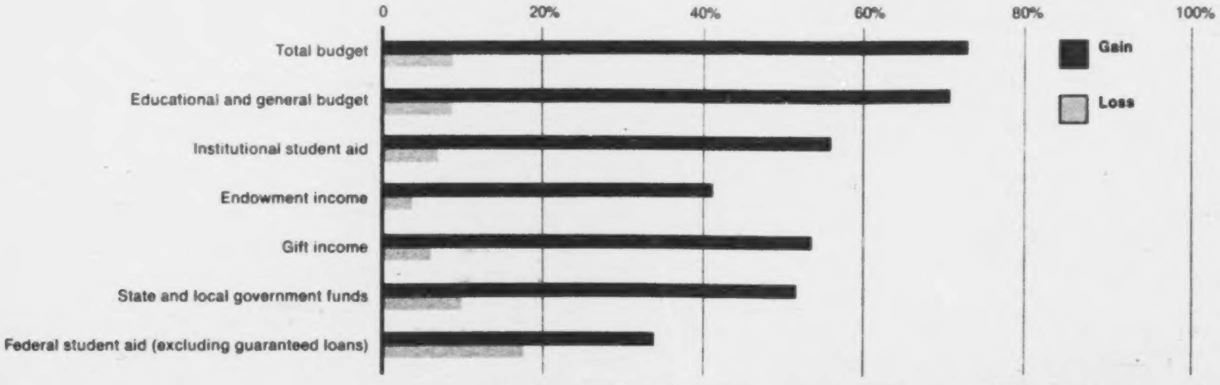


	Universities		4-year colleges		2-year colleges		Public institutions		Private institutions		All institutions	
	Gain	Loss	Gain	Loss	Gain	Loss	Gain	Loss	Gain	Loss	Gain	Loss
Headcount enrollment	27%	19%	42%	34%	35%	37%	35%	31%	36%	34%	35%	32%
Total full-time-equivalent enrollment	25%	23%	34%	34%	36%	40%	35%	34%	31%	35%	33%	35%
Full-time students	29%	20%	34%	44%	30%	40%	31%	37%	31%	36%	31%	37%
Part-time students	32%	21%	39%	15%	41%	31%	41%	29%	37%	19%	39%	24%
First-time freshmen	32%	32%	31%	34%	32%	38%	34%	32%	29%	40%	32%	36%
Enrollment, master's level	41%	19%	40%	20%	0%	0%	34%	22%	36%	18%	35%	20%
Enrollment, doctoral level	29%	7%	0%	0%	0%	0%	31%	3%	7%	16%	18%	10%
Black students	24%	20%	22%	8%	22%	11%	25%	15%	20%	8%	22%	12%
Hispanic students	24%	9%	8%	8%	13%	10%	17%	12%	10%	6%	14%	9%
Asian students	39%	8%	10%	5%	17%	5%	20%	5%	20%	6%	20%	6%
Native American students	20%	11%	7%	7%	9%	6%	13%	8%	8%	7%	11%	8%
Median age of students	6%	2%	13%	0%	22%	3%	20%	3%	12%	1%	16%	2%

Note: Percentages do not total 100 because institutions reporting no change or changes of less than 2 per cent are not included.

Changes in Institutional Finances

Proportion of colleges and universities reporting gains and losses in 1985-86, compared to 1984-85



	Universities		4-year colleges		2-year colleges		Public institutions		Private institutions		All institutions	
	Gain	Loss	Gain	Loss	Gain	Loss	Gain	Loss	Gain	Loss	Gain	Loss
Total budget	83%	10%	73%	8%	69%	9%	73%	11%	73%	7%	73%	9%
Educational and general budget	82%	10%	70%	7%	67%	10%	69%	12%	74%	6%	71%	9%
Institutional student aid	66%	7%	67%	10%	45%	6%	43%	10%	70%	4%	56%	7%
Endowment income	50%	6%	47%	5%	30%	2%	30%	4%	51%	4%	41%	4%
Gift income	68%	4%	62%	4%	42%	8%	50%	5%	59%	7%	54%	6%
State and local government funds	63%	11%	35%	9%	58%	10%	68%	13%	32%	7%	52%	10%
Federal student aid (excluding guaranteed loans)	36%	15%	31%	26%	35%	14%	33%	16%	36%	19%	34%	18%

Note: Percentages do not total 100 because institutions reporting no change or changes of less than 2 per cent are not included.

CHRONICLE CHARTS BY PETER H. STAFFORD

SOURCE: AMERICAN COUNCIL ON EDUCATION

Continued from Preceding Page

time and money. "The process of assessment raises very substantial academic questions," Ms. El-Khawas said. It could take a year or more of committee meetings among faculty members and administrators to determine what skills to test and how to interpret and use the results, she said. At this point, about two in three colleges say they have no clear sense of what to evaluate.

However, college officials, particularly those at baccalaureate institutions, support a wide variety of testing, including "value-added" assessment to measure what students have gained while in college, comprehensive examinations in a student's major, and the testing of both minimum-competency and "higher-order" skills.

Linked with the heightened interest in assessment is substantial interest in determining how effective the institution is over all in serving its students. "The figures are a very nice surprise," said Ms. El-Khawas. "Colleges are monitoring quite a variety of things."

The most popular measures, taken by at least two-thirds of the institutions, are low-cost ones, such as determining retention and graduation rates, counting the number of degrees awarded, and keeping track of how many students pass professional licensing examinations.

Some institutions are also measuring effectiveness in ways that are more costly and time-consuming. Half survey new graduates about their opinions of their college experience, 40 per cent assess the quality of graduates' job performance, and 29 per cent survey alumni 5, 10, or 15 years after graduation.

Continued Financial Weakness

In other areas, the survey showed continued weakness in college and university finances. Only 36 per cent of the administrators rated their institutions' overall financial condition "excellent" or "very good." Fewer than one-third gave those high marks to faculty compensation and student aid.

Although the numbers vary widely by type of institution, most colleges are dissatisfied with the preparation of entering students, the survey results indicate. Only 7 per cent of the two-year institutions, 18 per cent of the baccalaureate colleges, and 42 per cent of the universities marked that item "excellent" or "good."

Colleges appear generally satisfied with their relationships with outside groups, with majorities noting excellent or very good relationships with regional and specialized accrediting agencies and with federal and state governments.

While most colleges hired new faculty members in 1985-86, they did so primarily to replace those who retired or left for other reasons, according to the survey results. Over all, 37 per cent reported a net gain in the number of full-time faculty members, 42 per cent reported no change, and 21 per cent said they had a net loss.

The survey was sent to a national sample of 456 colleges, and the response rate was 80 per cent. Most of the respondents were academic vice-presidents or presidents.

Copies of the survey report, *Campus Trends, 1986* may be purchased from the American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, Suite 800, Washington 20036. The price is $5 prepaid for council members and $8 prepaid for others. The 1984 and 1985 reports are also available at the same prices.

More and More Colleges Debate Their Proper Role in Curbing Pornography on Campus

Continued from Preceding Page

union official decided to remove *Playboy* and *Penthouse* from the shelves—and nobody noticed. Jim Sheppard, the union director, says students don't care that much whether the magazines are sold in the union.

In February 1985, because of his personal beliefs, he decided to halt the sales of the magazines on an experimental basis but did not make a public announcement of the action. "We pulled *Playboy* and *Penthouse* from our shelves and no one noticed for three months," he says. "What this tells me is the magazines were not that important."

Mr. Sheppard was prepared to persuade the administration to continue the ban if there was an outcry against it. But, he says, the fact that the magazines have been off the shelves for so long with no protest implies that the university probably will not need a formal policy.

Administrators at Michigan State have been grappling with a problem that has proved more troublesome than magazine sales on some campuses: pornographic movies.

At several institutions, officials say they have found it more difficult to set policies on the showing of such movies than to prescribe rules regarding the magazines. Pornography is not illegal; only obscenity is. If a student group wants to sponsor a pornographic movie, the university cannot legally stop it.

Students as Actors

At Michigan State, a student film group sparked an incident that brought the university national attention. The Box Office Spectaculars, a film society that regularly shows X-rated movies, screened a pornographic film that was produced on the campus with Michigan State students as actors. Women's groups protested, and university administrators tried to stop the group from showing the movie.

University officials had difficulty halting the movie showing. To stop the film, a panel would have to have reviewed it first to determine whether it was obscene, explained Craig Harris, an associate professor of sociology and chairman of a university committee that has dealt with the pornography issue. Otherwise, he said, the university would be violating a federal law against prior restraint, which prohibits a regulatory board from halting the showing of a movie without previewing it and judging it against previously established standards.

Respect for First Amendment

Moses Turner, Michigan State's vice-president of student affairs and services, says it should be within the institution's power to bar pornographic movies from its campus. "Our position was that because the student organizations come under the umbrella of the university, the university is allowed to supervise their actions," he says.

"The First Amendment is an issue that we dearly do not wish to violate," Mr. Turner says. "But we have a right to decide whether something meets our objectives, and we do not want to provide pornographic entertainment on the campus."

Mr. Turner adds that a ban on pornographic movies would have limitations, and the university is not trying to dictate how students entertain themselves. "If the students want to take videos to their rooms, that's fine," he says. "We're not going to blind them for watching it."

A ban also would not prevent professors from showing pornographic films as a part of their courses.

A policy prohibiting the showing of pornographic movies would not necessarily bar all X-rated movies, Mr. Harris says. Some X-rated movies that contain no sexually explicit scenes but have a lot of graphic violence might still be shown on the campus, he said.

Student film societies at Michigan State now show X-rated movies about two or three nights a week—a frequency that concerns some administrators. Mr. Harris, of the academic environment committee, says he fears that by showing the movies regularly, the institution is implying that pornography is acceptable.

Mr. Harris says the university should have the right to halt the showing of all pornographic movies. "It has always been held that the First Amendment can regulate freedom of speech when there is a clear and present need to do so," he says. "But you can only do as much as you need to accomplish what you want."

At Indiana University, state law makes it illegal for the university to establish a policy banning X-rated movies. But administrators there are attempting to counteract the effects of the movies with an educational panel.

That group was set up in March 1985 in response to a film that was shown in an all-male residence hall. Because of the outcry from students, Michael Gordon, dean of students, called for a moratorium on all pornographic films until a policy could be established.

The administration took a position "which discourages, but does not ban, the showing of such films." After a series of debates, a committee of the faculty council followed up by creating a Task Force on the Education of Pornography.

The purpose of the group is, over the course of three years, to educate the student body about pornography with speakers, films, and panels.

Arrested on Obscenity Charge

The group, which just completed its first year, has sponsored several speeches by faculty members who study human sexuality, sociology, psychology, law, and journalism. Edward Donnerstein, a University of Wisconsin researcher, lectured last spring. Mr. Donnerstein, who is studying the link between pornography and sexual violence, had his conclusions quoted frequently by the U.S. Justice Department's Commission on Pornography.

The Indiana committee has raised many issues including the degradation of women, the positive and negative effects of pornography, and the aesthetic aspects of pornographic films.

Mr. Gordon says he is quite pleased with the results. "The average student at Indiana University knows many more dimensions of the issue and knows more than the average student at other campuses as a result of the task force," he says.

Only one pornographic film has been shown at Indiana since the committee was formed, Mr. Gordon says. The men from the same dormitory showed an X-rated film in the fall of 1985. Police officers, who were called in to view the movie, declared it obscene. Mr. Gordon said one student was arrested and charged with displaying obscene material; his trial is scheduled for this fall.

1985 Enrollment and Degrees at 343 Graduate Schools

	Public institutions		Private institutions		All institutions	
	Fall 1985	1-year change	Fall 1985	1-year change	Fall 1985	1-year change
Total graduate-school enrollment						
Ph.D.-granting institutions	506,883	+1.8%	210,845	−0.4%	717,728	+1.2%
Master's-degree-only institutions	115,013	+4.4%	25,087	+2.9%	140,100	+4.1%
All institutions	621,896	+2.3%	235,932	0.0%	857,828	+1.6%
Full-time graduate-school enrollment						
Ph.D.-granting institutions	216,581	+1.1%	92,756	+1.3%	309,337	+1.2%
Master's-degree-only institutions	21,692	−2.7%	7,047	+15.3%	28,739	+1.2%
All institutions	238,273	+0.7%	99,803	+2.2%	338,076	+1.2%
Part-time graduate-school enrollment						
Ph.D.-granting institutions	262,849	+2.9%	114,427	−1.6%	377,276	+1.5%
Master's-degree-only institutions	90,305	+6.2%	18,040	−1.3%	108,345	+4.9%
All institutions	353,154	+3.8%	132,467	−1.6%	485,621	+2.2%
First-time graduate students						
Ph.D.-granting institutions	120,613	+1.8%	50,399	+0.6%	171,012	+1.4%
Master's-degree-only institutions	27,035	+5.8%	7,705	+1.9%	34,740	+4.9%
All institutions	147,648	+2.5%	58,104	+0.7%	205,752	+2.0%
Applications received						
Ph.D.-granting institutions	414,892	+4.2%	179,036	+2.0%	593,928	+3.5%
Master's-degree-only institutions	44,814	+5.8%	12,938	+1.5%	57,752	+4.8%
All institutions	459,706	+4.4%	191,974	+1.9%	651,680	+3.7%
Graduate assistants						
Ph.D.-granting institutions	121,807	+6.6%	30,308	+5.1%	152,115	+6.3%
Master's-degree-only institutions	5,824	+1.8%	609	−0.5%	6,433	+1.6%
All institutions	127,631	+6.4%	30,917	+5.0%	158,548	+6.1%
Graduate fellows						
Ph.D.-granting institutions	21,000	+3.7%	15,054	+4.7%	36,054	+4.1%
Master's-degree-only institutions	344	+20.3%	78	+25.8%	422	+21.3%
All institutions	21,344	+3.9%	15,132	+4.8%	36,476	+4.3%
Degrees awarded in 1984-85						
Ph.D.	20,027	+0.7%	8,523	−3.8%	28,550	−0.7%
Master's	126,747	−0.3%	56,659	+10.3%	183,406	+2.7%

Note: The figures are based on the reports of 343 of the 385 institutions that are members of the Council of Graduate Schools.

SOURCE: COUNCIL OF GRADUATE SCHOOLS IN THE UNITED STATES AND GRADUATE EXAMINATIONS BOARD

Dealing with Pornography: How the U. of Wisconsin Reached Its Decision

MADISON, WIS.

Mary Process thought pornographic magazines were so morally wrong that she refused to sell them while she was working as a sales clerk at the University of Wisconsin's student union.

University administrators forced the Wisconsin student to quit her job for sticking to her beliefs.

It was this highly publicized incident in February 1985—along with many protests that followed—that made the university's union council question the need to sell pornographic materials, says Ted Crabb, the union director.

After discussing the issue for several months, in May 1985 the union council decided to take *Playboy, Playgirl*, and *Penthouse* off the shelves. According to Mr. Crabb, the council didn't think its decision violated the First Amendment. "They saw that it was their prerogative to decide what was going to be sold," he says. The two unions sold about four or five of the magazines per month, he says; magazines in general are not big sellers.

Irving Shain, chancellor of the Madison campus, thought the council's decision was hasty and possibly unconstitutional. Last fall he ordered that the magazines be placed back on the shelves until the university could establish a formal policy.

The union council appointed a committee to review its options. Mr. Crabb says the committee considered the goals and ideals of the union and university, as well as students' right to purchase the magazines. Any policy it developed would have affected only the unions, not the campus bookstore, which still sells the magazines, he says.

In April, the committee presented the union council with four options: sell no magazines, sell only the most profitable magazines, sell the magazines related to the mission and purpose of the union and university, or use a combination of the second and third.

'Strictly a Convenience'

The council chose to sell only the magazines related to the goals of the university, and decided to include in this plan only weeklies and biweeklies.

"It was their feeling that [the sale of magazines] was strictly a convenience function," Mr. Crabb says. "This service was not directed primarily to students, but to convention-goers and people waiting to take the bus."

Mr. Shain, the chancellor, approved the plan—and the American Civil Liberties Union in Wisconsin now wants to take back the Civil Libertarian Award it presented to him last fall for reinstating the sales of pornographic magazines, says Eugene Edgar, executive director of the civil-liberties group.

It is possible that the policy could be amended to include monthlies, Mr. Crabb says. For now, the union's program board will review only weeklies and biweeklies.

Union council members say it was within their power to make this decision, and that it was not unconstitutional. "The majority of the people on this committee did not see it as a First Amendment issue," Mr. Crabb says. "Choices are made daily here about which textbooks to use and classes to teach. This was just another choice."

It was a bad choice, according to Erwin Knoll, editor of *The Progressive*, a liberal monthly that is published in Madison. (Mr. Knoll says *The Progressive* sold only a few copies at the unions.)

"It's hard to formulate a consistent policy to eliminate the sales of pornographic magazines," he says. "You can end up doing the kind of dopey thing they did. They could have just banned magazines that started with the letter 'P.' "

Selling pornographic magazines on the campus may not be consistent with the university's ideals, Mr. Knoll says. He suggests that the union sell only academic journals—or no magazines at all.

The Progressive plans to sue the university for violating the First Amendment, in order to get his magazines back on the shelves, Mr. Knoll says. "I think this is a disgrace and unconstitutional to engage in this kind of censorship," he says.

—JENNIFER A. KOBERSTEIN

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News Summary

Articles on inside pages

Health care for college retirees would be provided by a new insurance plan that the Commission on College Retirement is planning to propose. Story on Page 19.

New government requirements for distributing student financial aid are creating delays and confusion on many campuses. Story on Page 9.

State leaders have criticized a proposal to eliminate undergraduate teacher education. Story on Page 9.

Foreign students seeking financial aid would face more stringent rules under a bill in the House of Representatives. Story on Page 15.

A new foundation will be created to manage the $430-million Buck Trust, under an out-of-court settlement in California. Story on Page 18.

A financially strapped university in Louisiana has fired 37 faculty members, seven of whom had tenure. Story on Page 19.

Three former athletes at the University of Minnesota have been acquitted of rape charges, but they are not expected to return to the basketball team. Story on Page 31.

Some baseball coaches have joined the City of Omaha in opposing proposed changes in the College World Series. Story on Page 31.

The rector-designate of the University of the Western Cape wants the institution to become the "intellectual home of the South African left." Story on Page 33.

U.S. and Russian representatives met last week to sign the first exchange agreement since the Reagan-Gorbachev summit. Story on Page 33.

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Mathematicians' Ideas Affect Everything from Airplane Wings to Medicine, but the Discipline Remains 'Invisible'

World congress meets in U.S. for second time this century

By **KIM McDONALD**

BERKELEY, CAL.

WHEN THE International Congress of Mathematicians gets under way at the University of California here this week, it will mark the second time in this century that the week-long conference, held once every four years, has taken place in the United States.

Since the last U.S. meeting of the congress in 1950 at Harvard University, mathematicians have produced an enormous number of new ideas, which have affected society more profoundly than those developed by their predecessors in any other period in history.

In those 36 years, mathematicians have made fundamental improvements in the design of computers and software, solved problems that had appeared for centuries to be insoluble, produced dozens of new areas of mathematical research, and created hundreds of tools that are now in common use by scientists.

Indeed, many recent technological developments, from supersonic aircraft wings to medical scanners, would not have been possible without the mathematical tools that have evolved in recent decades.

Yet most people—with the exception of the more than 3,000 mathematicians scheduled to attend this week's meeting and the thousands of other researchers in this field—have never heard of those mathematical achievements. In fact, few scholars, including many scientists, even realize that an active field of mathematical science exists.

"Most people have the sense that mathematics is important,"

Continued on Page 4, Column 2

Scholars Fault Journals and College Libraries in Survey by Council of Learned Societies

By **ROBERT L. JACOBSON**

WASHINGTON

Leading scholars in the humanities and social sciences, though largely satisfied with their jobs, have strongly criticized some of the mainstays of their profession—including the content and editing of scholarly publications and the availability of research material in college and university libraries.

According to survey results soon to be reported by the American Council of Learned Societies, sizable majorities of scholars in seven broad disciplines think the peer-review system for deciding what gets published in scholarly journals is biased in favor of "established" researchers, scholars from prestigious institutions, and those who use "currently fashionable approaches" to their subjects.

Forty per cent of the scholars say the peer-review system for publishing in their discipline needs reform. In addition:

► About one-third say they rarely find articles of interest in their discipline's primary journal.

► Nearly half rate the book collections in their institutions' libraries only fair or poor in meeting their research needs. About one-third make similar evaluations of their libraries' journal collections, as about one-fourth do of newspapers and other reference sources.

► Almost three-fifths say it is virtually

Continued on Page 21, Column 1

Colleges' Charges to Students Rising 6 Pct. this Fall

Increase outpaces inflation for sixth consecutive year

By **JEAN EVANGELAUF**

Total college costs will rise 6 per cent in 1986-87—the sixth consecutive year in which they have outpaced inflation, the College Board reported last week.

The bright spot is at public institutions, which enroll 77 per cent of the nation's 12.2 million students. On those campuses, the rate of increase has slowed.

At two-year public colleges, tuition and fees will average $663, up 4 per cent from the 1985-86 level, while at four-year public colleges and universities, tuition will average $1,337, up 6 per cent. In 1985-86, the increases were 7 per cent and 9 per cent, respectively.

Tuition and fees at private institutions will rise 8 per cent, the same rate as the previous year. This fall, tuition will average $3,910 at two-year private colleges and $5,793 at four-year private institutions.

Tuition charges at more than 2,800 colleges and universities appear in a Fact-File beginning on Page 25.

The most commonly cited reasons for the higher charges are the need to raise the pay of faculty members, increase student financial aid, pay sharply higher insurance premiums, buy computers, and build new facilities and refurbish old ones.

In each of the last three years, student charges have risen an average of 6 to 7 per cent—an improvement over the early 1980's, when they rose 10 to 11 per cent annually, the College Board said in its cost report.

For the 12 months ending in June, the Consumer Price Index rose 1.7 per cent. The federal government estimates that it will rise from 3 to 4.5 per cent over the next year.

Even with the slowdown, college costs are expected to outrun inflation for the rest of the decade, according to a study pub-

Continued on Page 24, Column 3

House Votes to Bar Education-Department Funds from Colleges that Lack Drug-Abuse Programs

By **STACY E. PALMER**

WASHINGTON

The House of Representatives voted last week to bar any college, university, or school from receiving money from the Education Department unless it could prove that it has a program to prevent student drug abuse.

The measure, which was approved by a voice vote, did not specify what kind of drug-abuse program would be required. The Education Department would determine which colleges would qualify for aid. The proposal was offered by Rep. E. Clay Shaw, Republican of Florida.

College officials said they were surprised by the move, but were uncertain whether it would cause many institutions to lose federal support if it were enacted. Many colleges already have drug-abuse policies, so much would depend on how rigidly the government would define the new requirement.

But college representatives said they were worried about the precedent that

Continued on Page 10, Column 3

FACT-FILE

Profile of Scholars in Academic Posts Who Answered Poll

Scholarly discipline	
Classics	11%
History	14%
Languages or linguistics	13%
Literature	18%
Philosophy	14%
Political science	16%
Sociology	14%
Type of institution	
Public institution	60%
Private institution	40%
Research university	42%
Other doctoral institution	14%
Comprehensive institution	22%
Liberal-arts college	16%
Two-year institution	3%
Position	
Faculty member	91%
Administrator with faculty status	5%
Other	4%
Full-time or part-time	
Full-time	95%
Half-time or more	4%
Less than half-time	2%
Faculty rank	
Full professor	41%
Associate professor	30%
Assistant professor	23%
Other	6%
Tenure status	
Tenured	66%
Non-tenured, on tenure track	18%
Non-tenured, not on tenure track	12%
Other	4%
Sex	
Male	75%
Female	25%
Race	
White	95%
Other	5%
Highest degree earned	
Doctorate	92%
Other	8%
Total family income before taxes in 1985	
Less than $35,000	30%
$35,000-$49,999	28%
$50,000-$64,999	22%
$65,000 or more	22%
Average consulting income in last three years	
None	58%
$1,000 or less per year	29%
More than $1,000 per year	13%
Types of student taught	
At least half are graduate students	29%
Most are undergraduates	37%
All are undergraduates	34%

Attitudes and Activities of Academic Scholars in the Humanities and Social Sciences, by Discipline

	Employed at academic institutions								
	Classics	History	Languages or linguistics	Literature	Philosophy	Political science	Sociology	Total	Employed elsewhere
My overall attitude toward my job is *:									
I am very satisfied	42%	45%	41%	39%	42%	45%	41%	42%	—
I am mildly satisfied	35%	33%	33%	34%	31%	33%	34%	33%	—
Pressure at my institution for me to publish articles in scholarly journals and books is *:									
Extremely strong	33%	23%	42%	23%	20%	32%	30%	29%	—
Strong	33%	28%	34%	31%	29%	29%	32%	31%	—
The peer-review refereeing system for scholarly journals in my field is biased in favor of:									
Established researchers in a scholarly specialty:									
Frequently	46%	44%	49%	52%	53%	51%	57%	51%	50%
Occasionally	23%	24%	23%	22%	21%	25%	25%	23%	17%
Scholars from prestigious institutions:									
Frequently	32%	40%	32%	41%	43%	42%	47%	40%	40%
Occasionally	26%	23%	24%	25%	23%	23%	28%	24%	21%
Scholars who use currently fashionable approaches to a subject:									
Frequently	35%	42%	57%	53%	53%	57%	60%	52%	42%
Occasionally	28%	25%	20%	24%	20%	21%	19%	22%	20%
Males:									
Frequently	10%	13%	10%	15%	13%	8%	16%	12%	12%
Occasionally	11%	11%	7%	13%	9%	9%	15%	11%	12%
Over all, I am dissatisfied or very dissatisfied about the length of time it takes refereed journals to get my articles into print once they have been accepted	44%	36%	40%	44%	43%	42%	51%	43%	35%
I agree or strongly agree with these statements about scholarly publishing:									
The number of journals in my field is sufficient for my needs	69%	73%	75%	75%	69%	69%	66%	72%	65%
The number of publishers of books in my specialty is sufficient for my needs	58%	68%	62%	65%	64%	63%	61%	63%	59%
I have enough information to decide where to submit scholarly articles for publication	69%	72%	74%	64%	68%	68%	63%	68%	55%
Faculty tenure committees should consider refereed material published in non-traditional forms (such as microform and electronic journals) as comparable to conventionally published material	48%	36%	53%	44%	48%	32%	40%	43%	42%
The peer-review system in my discipline needs reform	37%	35%	37%	44%	40%	43%	45%	40%	50%
It is virtually impossible to keep up even minimally with the literature in my field	52%	58%	61%	62%	59%	55%	55%	57%	58%
Sources of material having great importance to me in keeping up with my field during the past year were:									
Already in my personal library	79%	71%	81%	76%	84%	74%	76%	77%	61%
Purchased by me during the past year	55%	58%	66%	58%	71%	63%	64%	62%	46%
In my institution's library	63%	49%	45%	51%	43%	44%	45%	48%	38%
Obtained through interlibrary loan	42%	31%	23%	30%	25%	20%	24%	28%	17%
Colleagues' copies	6%	2%	16%	3%	8%	6%	10%	7%	8%
Identified through the use of a computerized literature search	4%	6%	6%	5%	6%	6%	12%	6%	9%
Collections in my institution's library (or accessible library arrangements other than interlibrary loan) that are fair or poor:									
Books:									
For my research needs	44%	50%	39%	48%	42%	43%	42%	45%	29%
For my teaching-preparation needs	20%	23%	25%	24%	26%	25%	28%	24%	20%
For my students' needs	16%	22%	20%	22%	19%	24%	26%	21%	18%
Journals:									
For my research needs	40%	37%	30%	39%	39%	33%	32%	35%	23%
For my teaching-preparation needs	20%	20%	21%	26%	24%	15%	19%	21%	15%
For my students' needs	14%	19%	18%	21%	21%	16%	22%	18%	18%
Newspapers	12%	43%	17%	30%	21%	32%	23%	26%	20%
Reference sources	18%	28%	19%	25%	19%	24%	21%	22%	17%

* Four-year institutions only
— No data

Continued on Following Page

Scholars in Survey Fault Journals and College Libraries

Continued from Page 1

impossible for them to keep up "even minimally" with the literature in their fields.

"There are far too many journals," and most of what they publish is "ignorant drivel," one survey respondent complained.

Another scholar charged that the leading journal in his field was controlled by a "small circle of prima donnas who shut out any challenges to the theories on which they have made their reputations." The result, he said, is "stagnation and confusion."

Whether such comments were representative of most respondents' views could not be determined, but the sentiments seemed consistent with some of the overall findings.

The survey was conducted by mail last November by the council's Office of Scholarly Communication and Technology. It produced responses from a cross-section of the members of eight scholarly groups representing classics, history, languages or linguistics, literature, philosophy, political science, and sociology. Two of the organizations represented history.

In all, about 3,000 scholars at academic institutions completed survey questionnaires, as did more than 800 other scholars who worked for non-academic employers or were unemployed or retired. Approximately 80 to 90 per cent of the respondents from each scholarly association said they specialized in the fields principally associated with those groups.

Respondents from colleges and universities included a large proportion of senior faculty members, many of them highly productive and influential members of their disciplines. Two-thirds had tenure, 95 per cent held full-time appointments, and 71 per cent were full or associate professors. More than half worked at research universities or other doctoral institutions.

Herbert C. Morton, director of the council's communication office, said the survey was the first of its kind. In a report to be published in the summer issue of the office's newsletter, *Scholarly Communication*, Mr. Morton and an associate, Anne Jamieson Price, highlighted these other results:

► Computer use among the scholars has grown phenomenally in the past few years. Last fall, about 45 per cent of all respondents either owned a computer or had one on loan for their exclusive use, compared with only 2 per cent in 1980. But some applications have been slow to take hold. For example, only 7 per cent of the respondents report having submitted manuscripts to publishers in machine-readable form.

► Most computer users in academe believe that, in the long run, computers will have a positive effect on research in their discipline, but half the non-users are undecided.

► Nearly one-fourth of all respondents regard prepublication material by their colleagues to be at least as important to their teaching and research as are articles published in scholarly journals.

► In keeping with their concerns about the inadequacy of library collections, about half of the academic respondents attach great or moderate importance to interlibrary loans.

Along with their criticisms of scholarly journals—for which about three-fifths of the academic scholars themselves have been article "referees" and about one-fourth have been editors or associate editors—respondents at four-year institutions reported that they were under considerable pressure to publish articles and books.

Twenty-nine per cent said the pressure was "extremely strong" and an additional 31 per cent said it was "strong." In combination, the frequency of those assessments ranged from a low of 49 per cent among scholars in philosophy to a high of 76 per cent for those in languages or linguistics.

About one-third of all academic respondents expressed dissatisfaction over the length of time it takes for their articles to get into print after they have been accepted for publication in a refereed journal.

The survey also revealed a meas-

Continued on Following Page

FACT-FILE—Continued

Attitudes and Activities of Academic Scholars

	Employed at academic institutions								
	Classics	History	Languages or linguistics	Literature	Philosophy	Political science	Sociology	Total	Employed elsewhere
Prepublication material received from my colleagues is at least as important to my teaching and research as are published journal articles	19%	16%	45%	14%	21%	23%	29%	23%	23%
Computer use and experience									
I personally own (or have on loan for my exclusive use) a computer or computer terminal that I use for my work at home or at my institution	46%	40%	61%	48%	52%	48%	53%	50%	42%
Where that computer or terminal is used:									
Home	43%	46%	52%	51%	49%	40%	37%	45%	41%
Office	9%	11%	10%	10%	11%	14%	15%	12%	11%
Both home and office	13%	8%	17%	8%	13%	14%	18%	13%	18%
Frequency of computer use:									
Routinely	52%	44%	57%	52%	57%	54%	61%	54%	49%
Occasionally	15%	19%	22%	15%	15%	20%	26%	19%	20%
None	33%	37%	21%	33%	28%	26%	13%	27%	31%
Computers to which I have access (including access by my research assistant):									
Mainframe central computer	60%	55%	69%	52%	54%	76%	82%	64%	41%
Minicomputer	39%	42%	48%	33%	39%	51%	59%	45%	28%
Word-processing system	23%	31%	22%	26%	27%	35%	35%	29%	35%
Microcomputer	78%	78%	84%	82%	83%	82%	88%	82%	72%
Location of nearest computer or computer terminal to which I have access:									
My own office	29%	24%	37%	25%	26%	33%	40%	31%	54%
Nearby office	39%	42%	36%	38%	40%	41%	39%	39%	26%
Elsewhere	32%	34%	27%	37%	34%	27%	21%	30%	21%
That computer is available for use all or most of the time	68%	62%	70%	61%	69%	78%	84%	71%	79%
I had experience with computers in graduate school	6%	12%	23%	9%	10%	42%	58%	23%	32%
All things considered, I think computers will have a positive or very positive effect on:									
The intellectual progress of my discipline in the next five years	63%	61%	76%	61%	50%	68%	72%	64%	71%
How my discipline is taught to undergraduates and graduate students in the next five years	33%	31%	47%	41%	29%	49%	58%	41%	42%
Other responses of computer users:									
I personally do all or most of my computer work	78%	66%	80%	76%	77%	72%	67%	73%	72%
Computer uses considered somewhat or very important include:									
General word processing	97%	97%	96%	96%	96%	93%	92%	95%	94%
Compiling a bibliography or index	48%	46%	58%	54%	47%	42%	46%	49%	52%
Preparing a concordance, dictionary, thesaurus, critical edition; editing a collection of letters	23%	11%	26%	19%	12%	8%	6%	14%	23%
Maintaining note files for teaching, research, or other activities	58%	44%	69%	57%	62%	46%	50%	55%	59%
Preparing tests	58%	41%	66%	58%	64%	51%	49%	55%	28%
I can transfer word processing or data analysis from my personal computer to my institution's system, and vice versa	55%	60%	61%	46%	50%	62%	68%	57%	46%
Over all, I am satisfied or very satisfied with the word-processing software I use	78%	76%	83%	82%	83%	82%	83%	81%	83%
I have fair to excellent skills in:									
Touch typing	83%	87%	89%	86%	86%	84%	86%	86%	87%
Word processing	61%	51%	75%	60%	66%	62%	71%	64%	65%
Programming	16%	10%	30%	9%	18%	28%	41%	21%	33%
I have written a computer program:									
For research	8%	5%	24%	4%	5%	18%	26%	13%	25%
For teaching	11%	2%	15%	5%	11%	13%	14%	10%	11%
Material I have published (with or without a co-author):									
Textbook	14%	16%	27%	13%	19%	26%	18%	19%	9%
Scholarly book or monograph:									
Editor or co-editor	24%	34%	37%	27%	22%	31%	29%	29%	19%
Author or co-author	48%	58%	49%	40%	39%	52%	45%	47%	30%
Chapter in a scholarly book	38%	52%	59%	51%	52%	65%	65%	55%	37%
Article in refereed journal	79%	75%	85%	75%	78%	77%	82%	79%	54%
Book review in a scholarly journal	69%	81%	68%	67%	67%	67%	68%	69%	42%
Scholarly paper in conference proceedings	55%	55%	79%	56%	61%	65%	71%	63%	50%
Book review in newspaper or general magazine	16%	39%	10%	40%	21%	26%	17%	25%	19%
Short story, novel, or poetry	13%	6%	14%	31%	9%	5%	7%	13%	11%
Nonfiction essay, article, or op-ed piece in a newspaper or general magazine	28%	44%	23%	41%	34%	50%	30%	36%	37%
Other publications activities:									
Served as a referee for a scholarly-journal article	63%	57%	69%	49%	56%	72%	73%	62%	34%
Served as an editor or associate editor of a scholarly journal	22%	19%	34%	25%	24%	20%	35%	26%	17%
Evaluated a scholarly book or manuscript for a publisher	49%	58%	59%	45%	58%	64%	65%	57%	31%
Scholarly collaboration:									
I have co-authored a scholarly paper or publication with:									
Colleagues in my department	10%	15%	34%	14%	16%	33%	52%	25%	25%
People outside my department or institution	27%	28%	60%	22%	30%	55%	69%	42%	35%
I share research interests with one or more people in my department	70%	69%	80%	80%	75%	78%	83%	77%	62%
I regularly ask at least one or more people in my department to comment on drafts of my scholarly manuscripts	55%	53%	66%	55%	63%	64%	70%	61%	47%

Note: Survey results are based on a two-stage stratified random sample of 5,385 members of eight scholarly organizations in November 1985. The figures shown here reflect responses from 3,002 scholars who were employed at colleges and universities, and 662 scholars who were employed elsewhere (including 39 who were unemployed); no data are shown for the remaining 171 scholars, who were retired.

The disciplinary categories and their corresponding organizations are: classics—American Philological Association; history—American Historical Association and Organization of American Historians; languages or linguistics—Linguistics Society of America; literature—Modern Language Association; philosophy—American Philosophical Association; political science—American Political Science Association; sociology—American Sociological Association.

Totals may not add to 100 per cent because of rounding. Possible sampling errors in comparing results for individual disciplines with totals for all academic scholars are fairly low—generally plus or minus 2 or 3 percentage points. However, because some categories have relatively few respondents, comparisons between individual disciplines may be subject to greater statistical variation.

SOURCE: OFFICE OF SCHOLARLY COMMUNICATION AND TECHNOLOGY, AMERICAN COUNCIL OF LEARNED SOCIETIES

Scholars Fault College Libraries and Journals

Continued from Preceding Page

ure of intellectual isolation for many academic scholars, at least within their own departments.

Except in sociology, which had the highest degree of collaboration, most academic respondents said they had never worked with someone in their departments in writing a scholarly paper or publication. In philosophy, history, classics, and literature, most respondents said they had not collaborated in such activities with scholars outside their departments or institutions.

Overall, however, three-fifths said they regularly asked people in their departments to comment on drafts of their manuscripts, and about three-fourths said they shared research interests with one or more people in their departments.

But job satisfaction—reported for scholars at four-year colleges and universities—was fairly high, and seemed to be "related to the quality of the institution," Mr. Morton and Ms. Price observed. Greater satisfaction was reported by those who said they taught in one of the top 10 graduate departments in their field or at institutions with the most selective policies in undergraduate admissions.

Some of the scholars' concerns about libraries were offset by their own purchases of research material. Spending by all respondents over the previous year averaged about $300 for books and about $150 for journals, including those they received as part of their membership in scholarly organizations.

In every field, more academic scholars said materials in their personal libraries had great importance in keeping up with their fields than said so about materials in their institutions' libraries.

Complaints About Libraries

Only in classics were library materials considered greatly important to such efforts more often than the scholars' own purchases. In addition, about one-fifth of academic scholars who had used computerized searches for source material said they had paid personally for them.

Complaints about libraries were more prevalent among relatively young Ph.D.'s, Mr. Morton and Ms. Price said. The reason, they speculated, may be that many of those scholars wound up at institutions that were less well endowed than those where they earned their doctoral degrees.

Dissatisfaction with some collections also may reflect the "special needs of a field," the authors added, noting, for example, that 43 per cent of historians criticized newspaper holdings—well above the average of 26 per cent.

In their supplementary comments on the questionnaire, some respondents had harsh words for their scholarly organizations.

"I am seriously concerned about what seems to me a weakening of the role of the professional associations," one scholar wrote. "The focus on the quality of research and teaching has declined."

This person went on to describe his discipline's group as a "disgrace." It is run, he said, by a "narrow, self-perpetuating oligarchy of reactionary scholars whose object seems to be to impede rather than advance new developments in the field."

The respondents' criticisms extended to the conduct of scholarly meetings. Pressures on young scholars seeking promotion and tenure are so widespread, one scholar maintained, that meetings have been overrun by presentations from inexperienced assistant professors, and "we never get to hear papers given by scholars in mid-career."

Others complained about low salaries and insufficient attention to college teaching. Said one: "It is a gloomy future when your first job pays $23,000 a year, with annual raises below the cost of living. I dare say I don't see how many young scholars can actually afford to stay in college teaching. At present rates, there will be no opportunity to own a home, build savings, or even live a life much different than that as a graduate student."

Another professor, noting that private industry was tempting him with offers of up to twice his current salary, said his institution should be "publicly castigated" for inadequate pay scales.

And a veteran scholar, who said he was probably more comfortable than many of his colleagues because he had an endowed chair, said heavy teaching loads were interfering with research.

"This institution considers good teaching and good scholarship to be mutually incompatible," he declared.

Free copies of the newsletter reporting on the survey will be sent to all respondents who requested it, in addition to people on the publication's regular mailing list. Others may obtain a free copy by sending a 9-by-12-inch, self-addressed envelope bearing 56 cents postage to the Office of Scholarly Communication and Technology, American Council of Learned Societies, 1717 Massachusetts Avenue, N.W., Suite 401, Washington 20036.

The council, which has its headquarters in New York, is a federally chartered federation of 45 national organizations. The groups whose members were surveyed were the American Historical Association, the American Philological Association, the American Philosophical Association, the American Political Science Association, the American Sociological Association, the Linguistics Society of America, the Modern Language Association, and the Organization of American Historians.

New Books on Higher Education

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Land, Oil, and Education, by Berte R. Haigh (Texas Western Press, University of Texas at El Paso, El Paso, Tex. 79968; 400 pages; $36, plus $1.25 for shipping). Examines the legal questions that arose when oil and gas were found on land owned by the University of Texas; discusses how the university leased those resources and used the money that was earned from the leases.

Organizations and Institutions Awarding Continuing Education Units: A Partial List (Council on the Continuing Education Unit, 13000 Old Columbia Pike, Silver Spring, Md. 20904; 25 pages; $4 prepaid for council members, $5 prepaid for non-members). A list of more than 1,375 colleges, universities, and other institutions and organizations.

Part-Time Faculty Personnel Management Policies, by George E. Biles and Howard P. Tuckman (American Council on Education/Macmillan Publishing Company; 175 pages; $24.95 prepaid; send orders to Karen Staubi, Macmillan, 866 Third Avenue, New York 10022).

Strategic Planning, Marketing and Public Relations, and Fund-Raising in Higher Education: Perspectives, Readings, and Annotated Bibliography, edited by Cynthia C. Ryans and William L. Shanklin (Scarecrow Press, 52 Liberty Street, Metuchen, N.J. 08840; 280 pages; $20 prepaid).

Computer Software for Higher Education

The following list of computer software programs has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the publishers or companies directly.

ACADEMIC COMPUTING

Business. "QUIKIE+: Quick Investment Evaluation," for I.B.M. PC series. Allows user to evaluate prospects for oil or gas drilling and development; $65 license; $20 annual maintenance. Contact: Boffin, Inc., 7557 Rambler Road, Suite 1050, Dallas 75231; (214) 750-0061.

Chemistry. "Molecular Editor," for Apple Macintosh. Allows user to draw and edit pictures of three-dimensional structures from elements in the periodic table; structures can be rescaled, rotated, and measured; $30.35; demonstration version, $6.90. Contact: Kinko's Academic Courseware Exchange, 4141 State Street, Santa Barbara, Cal. 93110; (800) 235-6919; in California, (800) 292-6640.

Engineering. "HOGO: Hydrocarbon Interpretation Program," for I.B.M. PC series; requires color-graphics card. Enables user to generate gas pressure, volume, and temperature properties given very little known data; $195 license; $70 annual maintenance. Contact: Boffin, Inc., 7557 Rambler Road, Suite 1050, Dallas 75231; (214) 750-0061.

Engineering. "HORNBIL: Horner Buildup Plot Generator," for I.B.M. PC series; requires color-graphics card. Calculates reservoir properties on oil fields; $395 license; $95 annual maintenance. Contact: Boffin, Inc., 7557 Rambler Road, Suite 1050, Dallas 75231; (214) 750-0061.

Engineering. "JEWELL: Jewell Reserve and Loan Evaluation System," for I.B.M. PC series. Program to determine the economics of oil, gas, and condensate wells; $3,500 license; $1,260 annual maintenance. Contact: Boffin, Inc., 7557 Rambler Road, Suite 1050, Dallas 75231; (214) 750-0061.

Engineering. "JUPITER," for I.B.M. PC series; requires color-graphics card. Program generates contours of routine values such as structure tops and isopachs from user's data; $3,965 license; $1,200 annual maintenance. Contact: Boffin, Inc., 7557 Rambler Road, Suite 1050, Dallas 75231; (214) 750-0061.

Engineering. "ROMP: Rod Pump Design Program," for I.B.M. PC series; requires color-graphics card. Allows user to design requirements for rod-string and to determine pumps for oil wells; $50 license. Contact: Boffin, Inc., 7557 Rambler Road, Suite 1050, Dallas 75231; (214) 750-0061.

Engineering. "Signal Operations," for Apple Macintosh with Finder, version 4.1. Allows user to create discrete signals or generate predefined signals to use with time shifting, time scaling, amplitude scaling, and other operations; $24.85. Contact: Kinko's Academic Courseware Exchange, 4141 State Street, Santa Barbara, Cal. 93110; (800) 235-6919; in California, (800) 292-6640.

Engineering. "WALRES: Walton Reserve Evaluation System," for I.B.M. PC series; requires color-graphics card. Evaluation system for oil and gas reserves; $195 license; $65 annual maintenance. Contact: Boffin, Inc., 7557 Rambler Road, Suite 1050, Dallas 75231; (214) 750-0061.

Programming. "BOFORM: Boffin FORTRAN Forms Management," for I.B.M. PC series. Library of routines allows full-screen editing and on-line "help" function; $395 license gives Boffin the exclusive right to publish any commercial software generated using the program; $95 maintenance. Contact: Boffin, Inc., 7557 Rambler Road, Suite 1050, Dallas 75231; (214) 750-0061.

Statistics. "CLR Anova," for Apple Macintosh; requires 512K of memory. Program does analysis of variance as well as plotting interactions, but only for one-factor and two-factor designs; computes a variety of follow-up tests, such as marginal means and pairwise comparisons; $23.95. Contact: Kinko's Academic Courseware Exchange, 4141 State Street, Santa Barbara, Cal. 93110; (800) 235-6919; in California, (800) 292-6640.

Statistics. "STATSTREAM," for Apple II series. Two-disk statistical package for numerical analysis; includes mean, standard deviation, standard error and confidence interval, Student's *t* test, ANOVA one and two ways, F test, linear regression, contingency tables, non-parametric confidence interval, Wilcoxon signed rank test, Mann-Whitney test, and other methods; $140. Contact: Elsevier-BIOSOFT (JIC), 52 Vanderbilt Avenue, New York 10017.

Utility. "BYU Concordance, 4.0," for I.B.M. PC series. Software allows user to find and retrieve data from text files; can be used to find quotes, create an index, create a concordance showing key words in context, study word and phrase distribution in literary documents, and compare different versions of a text; $199. Contact: Computer Distribution Center, 206 SFLC, Brigham Young University, Provo, Utah 84602; (801) 378-7119.

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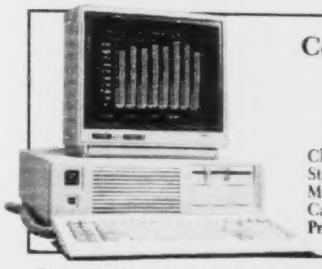

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Listings in the reference columns of this special supplement are free, but publication of meeting announcements is at the discretion of the editors.

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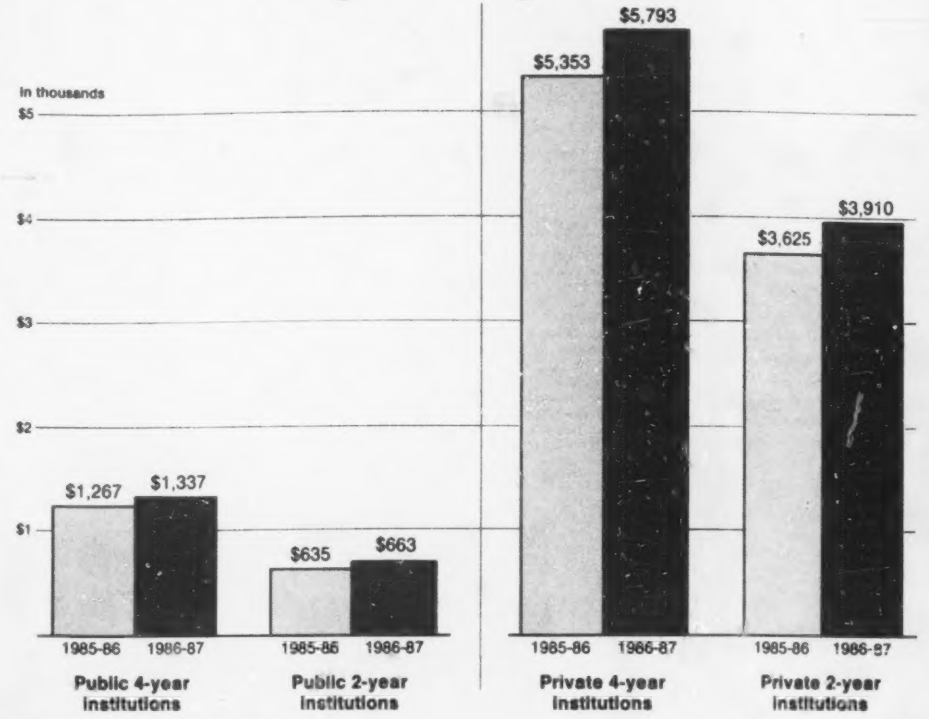
Changes in College Tuition



CHRONICLE CHART BY PETER H. STAFFORD

SOURCE: THE COLLEGE BOARD

Charges to Students Rising 6 Pct. this Fall

Continued from Page 1

lished earlier this year by the American Council on Education.

Through 1988-89, tuition will probably rise 6 to 7 per cent annually, and room and board charges should jump 5 per cent each year, the council said. Increases of that size will be required to allow colleges and universities to restore the purchasing power of faculty pay, which was kept down in the 1970's, compensate for cuts in federal student aid, and improve and update academic programs, according to the council.

Increases Could Be Higher

The council warned that the increases could be higher than predicted if inflation surged beyond the government estimates of 4.5 per cent, if unemployment rose, or if the federal government made drastic cuts in student assistance.

For the first time, the average total cost of attending a private university or four-year college will go into five figures—$10,199. In addition to tuition, students attending such institutions will pay, on average, $2,899 for room and board, $397 for books and supplies, $711 for personal expenses, and $399 for transportation.

Students at public four-year colleges who live on campus will pay slightly over half the amount of their counterparts at private colleges, with total costs averaging $5,604. Lower tuition accounts for most of that difference; charges for room and board and other items will be similar to those at private institutions.

Students who live at home and commute to college can expect to save about $1,200, according to the College Board.

Total costs for a student who lives at home and attends a public two-year college will be $3,768, while a commuter at a private two-year college will pay an average of $6,757.

George H. Hanford, president of the College Board, said in a statement accompanying the report that more than $20-billion for student aid will be available in 1986-87 from government and private sources.

However, because of uncertainty over federal student aid and because new tax-code provisions may affect the way parents save or borrow for college, he urged parents to plan for college expenses as early as possible. "The sooner a family starts to save, the greater its gain from compound interest," he said. "By starting to save early, it can also reduce or eliminate the need for future debt financing for college."

Bennington College is the nation's most expensive college, with a tuition charge of $13,970. With room and board, a year at Bennington will cost $16,950. Seventeen private colleges and universities will have tuition, room, and board charges that top $15,000, according to the College Board. The most expensive public institution is the Citadel, the Military College of South Carolina, where tuition and fees will be $4,190. With room and board, a year at the Citadel will cost $6,561.

The College Board figures on the increases in college costs are based on the reports of 1,797 colleges and universities.

What Colleges Charge for Tuition in 1986-87

4-year public institutions	
Under $1,000	36.2%
$1,000–$1,499	41.0%
$1,500–$1,999	18.9%
$2,000–$2,999	3.5%
$3,000 and above	0.4%

4-year private institutions	
Under $2,000	4.9%
$2,000–$2,999	10.3%
$3,000–$3,999	16.2%
$4,000–$5,999	38.0%
$6,000–$7,999	19.6%
$8,000–$9,999	7.8%
$10,000 and above	3.2%

Note: Charges do not include room and board.

SOURCE: COLLEGE BOARD

Top 20: The Public and Private Colleges with Highest Tuition, Fees, Room, Board

Private	
1. Bennington College	$16,950
2. Barnard College	16,530
3. Sarah Lawrence College	16,385
4. Massachusetts Institute of Technology	16,150
5. Harvard and Radcliffe Colleges	16,145
6. Yale University	16,040
7. Dartmouth College	16,039
8. Brandeis University	16,035
9. Columbia University: Columbia College	16,010
10. Princeton University	15,980

Public	
1. The Citadel, Military College of South Carolina	$6,561
2. Colorado School of Mines	6,490
3. Maine Maritime Academy	6,225
4. University of California at Berkeley	5,880
4. University of Illinois at Chicago	5,880
6. University of California at San Diego	5,837
7. University of Rhode Island	5,653
8. Saint Mary's College of Maryland	5,550
9. Lyndon State College	5,532
10. Johnson State College	5,488

Note: Costs shown are the total for tuition and fees, based on 30 semester hours, and room and board, based on average costs for a double room and 21 meals a week.

SOURCE: COLLEGE BOARD

1986-87 Tuition and Fees at 2,800 Colleges and Universities

Following are the tuition and fees charged at more than 2,800 colleges, universities, and other postsecondary institutions for the 1985-86 and 1986-87 academic years, including additional tuition, for 1986-87, that many institutions charge to out-of-state students.

The figures were compiled by the College Scholarship Service, the financial-aid division of the College Board.

An asterisk (*) indicates that the institution provided estimated figures.

The College Scholarship Service's complete report, *The College Cost Book, 1986-87*, may be purchased for $10.95 prepaid from College Board Publications, Dept. G22, Box 886, New York 10101.

ALABAMA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Alabama A&M U*	$880	$960	$792
Alabama St U*	960	960	960
Alexander City St JC	450	450	450
Athens St C	900	1,200	1,200
Auburn U			
Main campus	1,095	1,200	1,545
Montgomery	855	1,005	1,145
Birmingham Southern C	5,600	6,270	0
Booker T Washington JC of Business	2,340	2,340	0
Brewer St JC	450	450	450
Chattahoochee Valley CC	450	450	450
Concordia C	2,348	2,796	0
Enterprise St JC	450	450	450
Faulkner U	3,115	3,185	0
Gadsden St JC	450	450	450
George C Wallace St CC			
Dothan	450	450	450
Hanceville	450	450	450
Selma	450	450	450
Huntingdon C	3,450	3,790	0
International Bible C	1,740	1,860	0
James H Faulkner St JC	450	450	450
Jacksonville St U	800	800	250
Jefferson St JC	465	465	450
Jefferson Davis St JC	450	450	450
John C Calhoun St CC	450	450	450
Judson C	3,175	3,255	0
Lawson St CC	450	460	450
Livingston U	1,008	1,038	0
Lurleen B Wallace St JC	450	450	450
Marion Military Inst	4,860	5,000	0
Miles C	3,000	3,500	0
Mobile C	2,940	3,284	0
National Education Ctr			
National Inst of Tech	3,500	3,975	0
Northeast Alabama St JC	450	450	450
Northwest Alabama St JC	450	450	450
Oakwood C	4,668	4,815	0
Patrick Henry St JC	450	450	450
S D Bishop St JC	450	485	450
Samford U	3,936	4,320	0
Selma U	1,478	1,630	0
Shelton St CC	450	450	450
Snead St JC	450	450	450
Southeastern Bible C	2,720	2,720	0
Southern JC of Business	2,550	3,300	0
Southern Union St JC	450	450	450
Spring Hill C	6,000	6,600	0
Stillman C	2,500	2,734	0
Talladega C	2,909	2,909	0
Troy St U			
Main campus	1,050	1,146	543
Dothan-Fort Rucker	885	1,035	240
Montgomery	1,080	1,080	472
Tuskegee U	3,800	4,200	0
U of Alabama			
Main campus	1,254	1,254	1,436
Birmingham*	1,350	1,350	1,510
Huntsville	1,305	1,395	1,385
U of Montevallo	1,177	1,254	896
U of North Alabama	1,000	1,000	400
U of South Alabama*	1,440	1,530	600
Walker C	1,452	1,556	0

ALASKA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Alaska Bible C	1,700	1,935	0
Alaska Pacific U	4,220	5,220	0
Sheldon Jackson C	3,976	3,976	0
U of Alaska			
Anchorage	918	1,048	1,560
Fairbanks	1,078	1,104	1,560
Juneau	860	980	1,560
Anchorage CC	768	888	1,320
Islands CC	600	744	1,080
Kenai Peninsula CC	636	756	1,080
Ketchikan CC	610	740	1,080
Kodiak CC	600	720	1,080
Kuskokwim CC	630	750	1,080
Matanuska-Susitna CC	612	732	1,080
Northwest CC	600	720	1,080
Tanana Valley CC	600	918	1,080

ARIZONA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
American Indian Bible C	2,162	2,222	0
Arizona C of the Bible	2,900	3,290	0
Arizona St U	990	1,136	3,125
Arizona Western C	384	384	3,216
Central Arizona C	480	510	3,720
Cochise C	510	510	2,430
C of Ganado	1,164	2,700	0
DeVry Inst of Tech	3,740	3,846	0
Eastern Arizona C	416	512	2,352
Embry-Riddle Aeronautical U			
Prescott	3,780	4,080	0
Grand Canyon C	2,810	3,085	0
Maricopa County CC Dist			
Glendale CC*	480	548	3,090
Maricopa Tech CC*	480	548	3,090
Mesa CC*	480	548	3,090
Phoenix C*	480	548	3,090
Rio Salado CC*	480	548	3,090
Scottsdale CC	480	548	3,090
South Mountain CC*	480	548	3,090
Mohave CC	292	294	2,364
Navajo CC	770	770	0
Northern Arizona U	990	1,136	2,556
Northland Pioneer C	120	120	2,160
Pima CC	408	408	2,088
Prescott C	4,275	4,575	0

ARIZONA—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
SW Conservative Baptist Bible C	$2,860	$3,160	$ 0
U of Arizona	990	1,136	3,124
Western International U	2,250	2,850	0
Yavapai C	540	500	3,410

ARKANSAS

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Arkansas Baptist C	1,350	1,350	0
Arkansas C	4,100	4,715	0
Arkansas St U			
Main campus	800	882	1,200
Beebe	652	672	456
Arkansas Tech U	840	920	880
Capital City JC	2,835	3,375	0
Central Baptist C	1,000	1,042	0
C of the Ozarks	1,850	2,010	0
Crowley's Ridge C	2,230	2,590	0
East Arkansas CC	432	456	336
Garland County CC	504	528	1,128
Harding U	3,248	3,407	0
Henderson St U	870	870	830
Hendrix C	4,296	4,598	0
John Brown U	3,200	3,500	0
Mississippi County CC	630	660	1,380
National Education Ctr			
Arkansas C of Tech	3,300	3,600	0
North Arkansas CC	480	480	384
Ouachita Baptist U	3,150	3,450	0
Philander Smith C	1,735	1,736	0
Phillips County CC	464	464	412
Shorter C	1,620	1,620	0
Southern Arkansas U			
Main campus	820	900	500
El Dorado	624	648	360
Tech	624	648	350
Southern Baptist C	2,268	2,378	0
U of Arkansas			
Main campus	930	1,030	1,512
Little Rock	900	1,000	1,512
Med Sciences	950	1,050	1,512
Monticello	850	934	1,200
Pine Bluff	780	930	1,260
U of Central Arkansas	900	900	870
Westark CC	528	528	720

CALIFORNIA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Allan Hancock C	100	100	2,370
Ambassador C	1,564	1,570	0
American Acad of Dramatic Arts West	3,960	4,260	0
Antelope Valley C	100	100	2,400
Antioch U			
Los Angeles	4,950	5,250	0
San Francisco	4,950	5,250	0
Santa Barbara	4,950	5,250	0
Armstrong C	2,394	2,826	0
Art Center C of Design	5,400	5,948	0
Azusa Pacific U	5,700	5,700	0
Bakersfield C	100	100	2,550
Barstow C	100	100	2,550
Bay-Valley Tech	4,500	4,500	0
Bethany Bible C	3,562	3,927	0
Biola U	5,308	5,732	0
Brooks C	4,380	4,580	0
Brooks Inst Photography	3,500	3,900	0
Butte C	140	140	2,550
Cabrillo C	142	142	2,430
California Baptist C	4,224	5,120	0
Cal C of Arts and Crafts	5,990	6,520	0
California Inst of Arts	7,300	7,800	0
California Inst of Tech	10,280	10,555	0
California Lutheran C	6,430	7,635	0
California Maritime Acad	978	1,094	2,000
California St U Sys			
Poly San Luis Obispo*	671	704	3,780
Bakersfield*	615	624	3,780
Poly U Pomona*	642	645	3,780
Chico*	689	689	3,780
Dominguez Hills*	632	632	3,780
Fresno*	715	700	3,780
Fullerton*	687	687	3,780
Hayward*	629	629	3,780
Long Beach*	654	654	3,780
Los Angeles*	573	573	3,780
Northridge*	692	692	3,780
Sacramento*	651	651	3,780
San Bernardino*	660	720	3,780
Stanislaus*	679	679	3,780
Humboldt St U*	684	684	3,780
San Diego St U*	700	700	3,780
San Francisco St U*	672	672	3,780
San Jose St U*	727	727	3,780
Sonoma St U*	679	697	3,780
Cerritos CC	116	116	2,550
Cerro Coso CC	100	100	2,370
Chabot C	100	100	2,340
Chaffey C	100	100	2,880
Chapman C	8,200	8,900	0
Christ C Irvine	4,345	4,990	0
Christian Heritage C	3,820	3,970	0
Citrus C	100	100	2,700
City C San Francisco	100	100	2,700
Claremont McKenna C	9,310	10,080	0
Coast CC District			
Coastline CC	100	100	2,370
Golden West C	100	100	2,550
Orange Coast C	100	100	2,580
Cogswell C	5,000	5,040	0
Coleman C	5,950	6,300	0
C for Developmental Studies	3,200	3,920	0
C of Marin	100	100	3,060
C of Notre Dame	5,830	6,500	0
C of Oceaneering	6,700	6,700	0
C of the Canyons	100	100	2,850
C of the Desert	100	100	2,940
C of the Redwoods	100	100	2,790
C of the Sequoias	100	100	2,490
C of the Siskiyous	100	100	2,550
Columbia C	100	100	2,550
Columbia C Hollywood	3,075	3,375	0
Compton CC	100	100	2,550
Condie JC	2,700	3,600	0
Contra Costa CC Sys			
Contra Costa C	100	100	2,520
Diablo Valley C	100	102	2,520
Los Medanos C	100	100	2,520
Crafton Hills C	100	100	2,550
Cuesta C	100	135	2,550
Cuyamaca C	100	100	2,550
Cypress C	100	100	2,400
D-Q U	3,030	3,030	0
Dominican C San Rafael	6,410	6,803	0
Dominican Sch of Philosophy and Theol*	3,015	3,615	0
Don Bosco Tech Inst	2,290	2,410	0
El Camino C	100	100	2,580

CALIFORNIA—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Fashion Inst of Design and Merchandising	$5,680	$6,285	$ 0
Foothill De Anza CC Dist			
De Anza C	118	118	2,723
Foothill C	100	100	2,700
Fresno Pacific C	5,020	5,390	0
Fullerton C	100	100	2,880
Gavilan CC	112	112	2,550
Glendale CC	100	100	2,550
Golden Gate U	3,314	3,598	0
Grantham C of Engr	1,600	1,600	0
Grossmont CC	100	100	2,650
Hartnell C	100	100	2,550
Harvey Mudd C	9,870	10,540	0
Heald C Contra Costa	4,320	4,875	0
Heald C San Jose	4,320	4,900	0
Hebrew Union C	4,900	5,100	0
Holy Names C	6,060	6,570	0
Humphreys C	2,583	2,835	0
Imperial Valley C	100	100	2,370
International C	4,600	4,600	0
John F Kennedy U	4,171	4,407	0
Lake Tahoe CC	100	100	3,150
Lassen C	100	100	2,580
LIFE Bible C	2,340	2,562	0
Loma Linda U	6,150	6,700	0
Long Beach City C	100	100	2,190
Los Angeles CC District			
East Los Angeles C	100	100	2,910
Los Angeles City C	100	100	2,910
Los Angeles Harbor C	100	100	3,120
Los Angeles Mission C	100	100	2,910
Los Angeles Pierce C	100	100	3,120
LA Southwest C	100	100	2,328
LA Trade-Tech C	100	100	2,910
Los Angeles Valley C	100	100	2,910
West Los Angeles C	100	100	2,910
Los Rios CC District			
American River C	100	100	2,580
Cosumnes River C	100	100	2,580
Sacramento City C	100	100	2,700
Loyola Marymount U	6,660	7,289	0
Marymount Palos Verdes C	5,195	5,995	0
Master's C	3,970	4,070	0
Mendocino C	100	100	2,970
Menlo C	8,030	9,030	0
Merced C	100	100	2,550
Mills C	8,650	9,490	0
Mira Costa C	100	100	2,550
Modesto JC	100	100	2,040
Monterey Inst of International Studies	6,250	6,850	0
Monterey Peninsula C	100	120	2,550
Mount San Antonio C	100	100	2,700
Mount San Jacinto C	100	100	2,550
Mount Saint Mary's C	6,160	6,650	0
Napa Valley C	100	100	2,620
National Tech Schs	4,734	4,838	0
National U	3,915	4,185	0
New C of California	3,440	4,000	0
Northrop U	6,570	7,035	0
Occidental C	9,561	10,344	0
Ohlone C	100	100	2,550
Otis Art Inst	6,580	7,130	0
Pacific Christian C	3,260	3,500	0
Pacific Coast C	4,660	4,660	0
Pacific Oaks C	6,000	6,500	0
Pacific Union C	6,225	6,225	0
Palo Verde C	100	100	1,170
Palomar CC	100	100	2,550
Pasadena City C	100	100	2,700
Patten C	2,632	2,800	0
Pepperdine U	8,865	10,215	0
Peralta CC District			
C of Alameda	100	100	2,565
Feather River C	100	120	2,550
Laney C	100	100	2,550
Merritt C	100	100	2,550
Vista C	100	100	2,550
Pitzer C	10,188	11,002	0
Point Loma Nazarene C	4,806	5,301	0
Pomona C	9,407	10,690	0
Porterville C	100	100	2,370
Rancho Santiago C	100	100	2,550
Rio Hondo C	100	100	2,580
Riverside City C	100	100	2,550
Saddleback CC	100	100	2,790
Saint John's Sem C	2,900	2,900	0
Saint Joseph's C Sem	4,500	4,500	0
Saint Mary's C of Cal	6,397	7,128	0
San Bernardino Valley C	100	100	2,370
San Diego CC District			
San Diego City C	100	100	2,844
San Diego Mesa C	100	100	2,370
San Diego Miramar C	100	100	2,370
San Francisco Art Inst	6,200	6,900	0
SF Consv of Music	6,295	6,645	0
San Joaquin Delta C	100	100	2,550
San Jose Bible C	3,360	3,925	0
San Jose CC District			
Evergreen Valley C	100	100	2,730
San Jose City C	100	100	2,640
San Mateo Co CC District			
Cañada C	100	100	2,640
C of San Mateo	100	100	2,640
Skyline C	100	100	2,460
Santa Barbara City C	100	100	2,550
Santa Clara U	6,663	7,263	0
Santa Monica C	100	100	2,550
Santa Rosa JC	100	100	2,550
Scripps C	9,370	10,074	0
Shasta C	100	100	2,460
Sierra C	100	100	2,580
Simpson C	3,770	4,070	0
Solano CC	100	100	2,460
Southern California C	4,282	4,886	0
S Cal Inst of Architecture	5,440	6,240	0
Southwestern C	100	100	2,070
Stanford U	10,476	11,208	0
State Center CC District			
Fresno City C	100	100	2,960
Kings River CC	100	100	2,550
Sysorex Inst	3,600	3,600	0
Taft C	100	100	2,561
US International U	6,600	7,150	0
U of California			
Berkeley*	1,346	1,347	4,086
Davis*	1,287	1,286	4,086
Irvine*	1,336	1,336	4,086
Los Angeles*	1,290	1,406	4,086
Riverside*	1,308	1,308	4,086
San Diego*	1,330	1,421	4,086
San Francisco*	1,375	1,378	4,086
Santa Barbara*	1,299	1,321	4,086
Santa Cruz*	1,389	1,492	4,086
U of Judaism	4,600	4,690	0
U of La Verne	7,000	7,610	0
U of the Pacific	9,450	10,247	0

CALIFORNIA—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
U of Redlands	$8,640	$9,285	$ 0
U of San Diego	6,840	7,340	0
U of San Francisco	6,530	7,050	0
U of Southern California	9,626	10,564	0
U of West Los Angeles	3,000	2,950	0
Ventura County CC Dist			
Moorpark C	100	100	2,910
Oxnard C	100	100	2,910
Ventura C	100	100	2,910
Victor Valley C	100	100	2,550
West Coast U	5,380	5,580	0
West Coast Christian C	2,320	2,345	0
West Hills C	100	100	2,590
West Valley Joint CC Dist			
Mission C	100	100	2,460
West Valley C	100	100	2,460
Western St U C of Law			
Orange County	6,800	7,620	0
San Diego	6,800	7,820	0
Westmont C	6,905	7,470	0
Whittier C	8,222	8,882	0
Woodbury U	5,280	6,120	0
World C West	5,825	6,200	0
Yeshiva Ohr Elchonon Chabad*	3,500	3,700	0
Yeshiva U of LA*	2,200	2,200	0
Yuba C	100	100	2,445

COLORADO

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Adams St C	1,050	1,166	1,744
Aims CC	432	563	2,160
Arapahoe CC	812	812	1,944
Bel-Rea Inst of Animal Tech	2,950	3,250	0
Blair JC*	2,260	2,520	0
Colorado Christian C	4,160	4,335	0
Colorado C	8,190	8,840	0
Colorado Inst of Art	5,020	5,130	0
Colorado Mountain C			
Alpine	650	610	3,510
Spring Valley	650	710	3,510
Timberline	650	710	3,510
Colo Northwestern CC	160	170	1,930
Colorado Sch of Mines*	2,950	3,060	5,140
Colorado St U*	1,418	1,700	3,400
Colorado Tech C	2,970	3,240	0
CC of Aurora*	702	702	1,998
CC of Denver*	765	770	2,000
Denver Tech C	8,300	9,130	0
Electronic Tech Inst	3,290	4,050	0
Fort Lewis C*	946	1,090	2,631
Front Range CC	773	818	2,197
Lamar CC	922	982	1,440
Loretto Heights C	6,294	6,794	0
Mesa C	1,038	1,154	2,046
Metropolitan St C*	923	1,143	2,910
Morgan CC*	775	786	1,542
Naropa Inst	3,630	4,575	0
Nazarene Bible C	1,560	1,760	0
Northeastern JC	465	495	540
Otero JC	852	852	1,440
Parks C	3,820	3,820	0
Pikes Peak CC*	738	734	2,154
Pueblo CC*	762	834	1,826
Red Rocks CC	748	758	1,998
Regis C	6,590	7,156	0
Trinidad St JC*	898	972	1,513
U of Colorado			
Boulder*	1,453	1,632	4,338
Colorado Springs*	1,091	1,352	3,796
Denver*	942	1,108	3,738
Health Sciences Center*	2,795	3,494	6,180
U of Northern Colorado*	1,233	1,645	2,398
U of Denver	7,920	8,604	0
U of Southern Colorado*	1,198	1,216	2,954
Western St C of Colo	996	1,059	2,064

CONNECTICUT

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Albertus Magnus C	6,670	7,245	0
Asnuntuck CC	604	632	1,164
Briarwood C	4,430	4,920	0
Bridgeport Engr Inst	2,760	3,170	0
Connecticut C	10,300	11,170	0
Connecticut State U Sys			
Central Conn St U	1,174	1,277	1,610
Eastern Conn St U	1,211	1,288	1,610
Southern Conn St U	1,088	1,155	1,610
Western Conn St U	1,121	1,292	1,610
Fairfield U	7,060	7,720	0
Greater Hartford CC	604	632	1,164
Greater New Haven St Tech C	741	837	1,710
Hartford C for Women	5,350	5,900	0
Hartford St Tech C	741	837	1,710
Holy Apostles C	2,600	2,800	0
Housatonic Regional CC	604	632	1,164
Manchester CC	604	632	1,164
Mattatuck CC	604	632	1,164
Middlesex CC	604	632	1,164
Mitchell C	6,510	7,000	0
Mohegan CC	604	632	1,164
Northwestern Conn CC	604	632	1,164
Norwalk CC	604	632	1,164
Norwalk St Tech C	741	837	1,710
Paier C of Art	5,920	7,310	0
Post C	5,500	6,050	0
Quinebaug Valley CC	604	632	1,164
Quinnipiac C	6,630	6,880	0
Sacred Heart U	4,550	4,866	0
Saint Alphonsus C	2,900	2,900	0
Saint Basil's C	5,070	5,070	0
Saint Joseph C	6,075	7,000	0
South Central CC	604	632	1,164
Thames Valley St Tech C	741	837	1,710
Trinity C	9,970	11,030	0
Tunxis CC	604	632	1,164
U of Bridgeport	7,405	8,125	0
U of Connecticut	1,801	1,937	2,890
U of Hartford	7,995	8,575	0
U of New Haven	6,000	6,430	0
Waterbury St Tech C	741	837	1,710
Wesleyan U	10,513	11,370	0
Yale U	10,520	11,340	0

DELAWARE

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Brandywine C Widener U	4,650	5,200	0
Delaware St C*	810	810	1,050
Delaware Tech & CC			
Southern	627	774	1,026
Stanton-Wilmington*	627	699	996
Terry	627	699	1,026
Goldey Beacom C	3,660	3,810	0
Sch of Hotel & Restaurant Mgmt of Widener U	5,200	5,700	0
U of Delaware*	1,919	2,194	2,700

DELAWARE—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Wesley C	$5,568	$5,722	$ 0
Wilmington C	3,430	3,630	0

DISTRICT OF COLUMBIA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
American U	8,270	9,004	0
Beacon C*	3,050	3,050	0
Benjamin Franklin U	3,300	3,600	0
Catholic U	7,320	8,050	0
Corcoran Sch of Art	5,400	5,885	0
Gallaudet C	2,034	2,384	0
George Washington U	7,600	8,320	0
Georgetown U	9,380	10,180	0
Howard U	3,045	3,365	0
Mount Vernon C	7,200	7,992	0
Oblate C	2,550	3,050	0
Southeastern U	3,070	3,900	0
Strayer C	3,240	3,240	0
Trinity C	6,925	7,450	0
U District of Columbia*	496	634	1,860

FLORIDA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Art Inst of Ft Lauderdale	5,175	5,175	0
Baptist Bible Inst	974	1,172	0
Barry U	5,630	6,110	0
Bethune-Cookman C	3,537	3,657	0
Brevard CC	580	660	660
Broward CC	642	642	696
Central Florida CC	570	600	660
Chipola JC	540	540	630
Clearwater Christian C	2,320	3,070	0
C of Boca Raton	6,500	6,900	0
Daytona Beach CC	599	599	693
Eckerd C	7,475	8,220	0
Edison CC	600	683	697
Edward Waters C	2,715	2,715	0
Embry-Riddle Aeronautical U	3,780	4,080	0
Flagler C	3,300	3,470	0
Florida Christian C	2,075	2,295	0
Florida C	2,800	2,900	0
Florida Inst of Tech	4,910	5,322	0
Florida JC Jacksonville	540	615	668
Florida Keys CC	570	600	660
Florida Memorial C	3,050	3,050	0
Florida Southern C	4,260	4,550	0
Fort Lauderdale C	2,784	4,024	0
Gulf Coast CC	560	560	540
Hillsborough CC	630	630	750
Hobe Sound Bible C	2,000	2,345	0
Indian River CC	570	600	600
International Fine Arts C	6,585	6,915	0
Jacksonville U	5,015	5,315	0
Jones C	2,385	2,385	0
Lake City CC	544	585	615
Lake-Sumter CC	630	660	630
Lakeland C	1,890	2,025	0
Manatee JC	585	615	720
Miami Christian C	3,470	3,770	0
Miami-Dade CC	700	735	795
National Education Ctr			
Bauder C	4,320	4,320	0
National Education Ctr			
Tampa Tech Inst	3,150	3,150	0
North Florida JC	570	623	622
Nova U	3,525	4,405	0
Okaloosa-Walton JC	570	638	600
Orlando C	2,905	3,150	0
Palm Beach Atlantic C	4,000	4,350	0
Palm Beach JC	681	681	623
Pasco-Hernando CC	600	660	660
Pensacola JC	683	683	683
Phillips JC*	2,020	2,875	0
Polk CC	600	600	690
Ringling Sch of Art and Design	4,950	5,600	0
Rollins C	7,791	7,791	0
Saint John Vianney C Sem	2,190	2,975	0
Saint Johns River CC	570	570	570
Saint Leo C	5,110	5,620	0
Saint Petersburg JC	653	683	660
Saint Thomas U	4,650	5,525	0
Santa Fe CC	600	630	630
Seminole CC	600	690	690
South Florida CC	570	630	630
Southeastern C of the Assemblies of God	1,860	2,026	0
Spurgeon Baptist Bible C	2,132	2,369	0
Stetson U	5,700	6,350	0
Tallahassee CC	540	570	570
Talmudic C of Florida	3,200	3,500	0
Tampa C	2,800	2,850	0
United Electronics Inst of Florida	4,150	4,900	0
U of Miami	8,042	8,889	0
U of Tampa	6,876	7,522	0
Valencia CC	637	638	683
Warner Southern C	4,064	4,245	0
Webber C	3,820	4,100	0

GEORGIA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Abraham Baldwin Agricultural C	907	969	1,491
Agnes Scott C	7,275	7,890	0
Albany JC	771	834	1,491
Albany St C	1,224	1,305	1,041
Andrew C	2,364	2,478	0
Armstrong St C	1,110	1,191	1,041
Art Inst of Atlanta	5,280	5,250	0
Atlanta Christian C	2,280	2,376	0
Atlanta C of Art	5,050	5,800	0
Atlanta JC	756	819	702
Augusta C	1,095	1,191	1,041
Bainbridge JC	760	824	702
Bauder Fashion C	4,515	4,815	0
Berry C	4,380	4,680	0
Brenau C	4,300	4,641	0
Brewton-Parker C	2,130	2,415	0
Brunswick JC	830	924	702
Clark C	3,995	4,217	0
Clayton JC	756	819	702
Columbus C	1,086	1,167	1,041
Covenant C	4,900	5,200	0
Crandall JC	3,012	3,012	0
Dalton JC	756	819	702
Dekalb CC	975	975	1,710
DeVry Inst of Tech Atlanta	3,740	3,846	0
Draughon's JC	2,565	2,775	0
Emanuel County JC	771	834	1,491
Emmanuel C	2,355	2,430	0
Emmanuel C Sch of Christian Ministries	2,335	2,595	0

Continued on Following Page

Tuition and Fees

Continued from Preceding Page

GEORGIA—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Emory U	$8,480	$9,370	$ 0
Oxford C	6,340	6,940	0
Floyd JC	750	821	702
Fort Valley St C	1,230	1,326	2,082
Gainesville JC	789	852	1,491
Georgia C	1,122	1,218	1,041
Georgia Inst of Tech	1,587	1,704	3,369
Georgia Military C	2,122	2,256	0
Georgia Southern C	1,242	1,341	1,041
Georgia Southwestern C	1,185	1,266	1,041
Georgia St U	1,320	1,419	1,980
Gordon JC	795	879	702
Kennesaw C	1,044	1,143	1,041
La Grange C	3,090	3,090	0
Macon JC	756	819	702
Meadows C of Business	2,205	2,520	0
Med C of Georgia	1,452	1,566	2,760
Mercer U			
Main campus	5,364	5,966	0
Atlanta	4,200	4,567	0
Middle Georgia C	861	954	702
Morehouse C	3,950	4,190	0
Morris Brown C	3,820	3,960	0
North Georgia C	1,143	1,155	1,041
Oglethorpe U	5,430	5,970	0
Paine C	3,570	3,800	0
Phillips C Augusta	2,500	2,500	0
Piedmont C	2,067	2,220	0
Reinhardt C	2,775	2,775	0
Savannah C of Art and Design	4,260	4,710	0
Savannah St C	1,224	1,335	2,082
Shorter C	3,700	4,030	0
South Georgia C	840	903	702
Southern Tech Inst	1,110	1,212	2,082
Spelman C	4,140	4,470	0
Thomas County CC	1,896	2,091	0
Tift C	3,069	3,066	0
Toccoa Falls C	3,000	3,400	0
Truett McConnell C	2,580	3,060	0
U of Georgia	1,560	1,662	2,760
Valdosta St C	1,200	1,305	1,041
Waycross JC	756	819	1,491
Wesleyan C	5,050	5,425	0
West Georgia C	1,146	1,317	2,082
Young Harris C	2,550	2,730	0

HAWAII

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Brigham Young U Hawaii	1,500	1,560	0
Chaminade U of Honolulu	3,940	4,140	0
Hawaii Loa C	5,000	5,300	0
Hawaii Pacific C	3,280	3,630	0
U of Hawaii			
Manoa	910	1,000	2,430
Hilo	260	300	1,610
West Oahu C	630	680	1,660
Honolulu CC	240	280	1,610
Kapiolani CC	240	275	1,610
Kauai CC	240	280	1,610
Leeward CC	240	280	1,610
Maui CC	240	288	1,610
Windward CC	240	280	1,610

IDAHO

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Boise Bible C	1,992	1,992	0
Boise St U	1,044	1,074	1,900
C of Idaho	5,072	5,930	0
C of Southern Idaho	784	784	850
Idaho St U	1,040	1,000	1,900
Lewis-Clark St C	1,008	1,008	1,900
North Idaho C	672	690	1,070
Northwest Nazarene C	4,260	4,530	0
Ricks C	1,100	1,154	0
U of Idaho	1,010	1,040	2,000

ILLINOIS

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
American Acad of Art	4,440	4,928	0
American Consv Music*	4,800	5,400	0
Augustana C	6,207	6,735	0
Aurora U	5,125	5,450	0
Barat C	5,310	5,665	0
Belleville Area C	750	780	2,370
Black Hawk C	885	945	1,860
Black Hawk C East	885	945	1,860
Blackburn C	4,460	5,700	0
Bradley U	6,310	6,714	0
Brisk Rabbinical C	2,100	2,100	0
Carl Sandburg C*	664	705	2,425
Chicago St U	1,160	1,220	2,160
City C's of Chicago			
Chicago City-Wide	730	730	1,575
Daley	730	730	1,575
Kennedy-King	730	730	1,575
Loop	730	730	1,575
Malcolm X	730	730	1,575
Olive-Harvey	730	730	1,575
Truman	730	730	1,575
Wright	730	730	1,575
C of DuPage	765	864	2,448
C of Lake County*	695	750	2,213
C of Saint Francis	4,690	5,190	0
Columbia C*	4,104	4,368	0
Concordia C	4,145	4,340	0
Danville Area CC	690	690	1,590
De Lourdes C	1,980	2,280	0
De Paul U	5,427	5,844	0
DeVry Inst of Tech			
Chicago	3,740	3,846	0
East-West U	3,645	4,008	0
Eastern Illinois U	1,414	1,493	2,160
Elgin CC*	870	930	2,102
Elmhurst C	5,060	5,540	0
Eureka C	4,875	5,575	0
Felician C	2,160	2,160	0
Gem City C	1,650	1,800	0
Governors St U	1,108	1,168	2,256
Greenville C	5,336	5,742	0
Harrington Inst of Interior Design	5,185	5,595	0
Hebrew Theol C	1,935	1,935	0
Highland CC	570	600	1,869
Illinois Benedictine C	5,396	5,910	0
Illinois Central C	600	795	2,236
Illinois C	3,900	4,250	0
Illinois Eastern CC's			
Frontier	450	450	2,408
Lincoln Trail	450	450	2,408
Olney Central	450	450	2,408
Wabash Valley	450	450	2,408
Illinois Inst of Tech	7,540	8,120	0
Illinois St U	1,491	1,562	2,232
Illinois Tech C	3,435	4,125	0
Illinois Valley CC	420	420	2,155
Illinois Wesleyan U	6,740	7,190	0
John A Logan C	552	552	2,691
John Wood CC	750	750	1,944

ILLINOIS—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Joliet JC	$660	$660	$2,042
Judson C	5,300	5,810	0
Kankakee CC	600	600	1,650
Kaskaskia C	638	638	1,837
Kendall C	4,560	4,875	0
Kishwaukee C	745	805	1,860
Knox C	7,923	8,565	0
Lake Forest C	9,145	9,965	0
Lake Land C	879	969	2,670
Lewis and Clark CC	618	618	1,989
Lewis U	5,040	5,266	0
Lincoln Christian C	3,135	3,170	0
Lincoln C	5,100	5,100	0
Lincoln Land CC*	703	703	2,428
Loyola U of Chicago	5,632	6,065	0
MacCormac JC	3,750	4,050	0
MacMurray C	5,550	5,950	0
Mallinckrodt C	2,730	2,730	0
McHenry County C*	840	846	2,403
McKendree C	4,035	4,536	0
Midstate C	2,860	3,060	0
Midwest C of Engineering	4,600	5,040	0
Millikin U	6,111	6,471	0
Monmouth C	7,250	8,235	0
Moody Bible Inst	460	236	0
Moraine Valley CC	767	827	1,170
Morrison Inst of Tech	2,470	2,690	0
Morton C	570	570	3,796
Mundelein C	5,670	6,000	0
NAES C	3,350	3,350	0
National C Chiropractic	4,980	5,528	0
National C of Education	4,995	5,220	0
North Central C	6,000	6,570	0
North Park C and Theol Sem	6,362	6,566	0
Northeastern Illinois U	1,211	1,280	2,160
Northern Illinois U	1,509	1,630	2,232
Northwestern U	10,380	11,031	0
Oakton CC*	550	550	2,729
Olivet Nazarene C	4,142	4,472	0
Parkland C	760	820	3,145
Parks C of Saint Louis U*	3,970	4,367	0
Prairie St C	870	960	3,360
Principia C	7,128	7,962	0
Quincy C	4,900	5,400	0
Rend Lake C*	630	630	3,100
Richland CC	789	789	0
Rock Valley C	794	844	2,600
Rockford C	5,990	7,000	0
Roosevelt U	5,052	5,492	0
Rosary C	5,500	5,940	0
Rush U	5,460	5,730	0
Saint Augustine CC	3,432	3,600	0
Saint Xavier C	5,260	5,740	0
Sangamon St U	1,096	1,304	2,148
Sauk Valley C	810	870	1,646
Sch Art Inst of Chicago	6,800	7,200	0
Shawnee C	600	690	2,586
Shimer C	4,500	5,200	0
Southeastern Illinois C*	570	570	2,092
Southern Illinois U			
Carbondale	1,528	1,600	2,139
Edwardsville	1,290	1,353	2,092
Spertus C of Judaica*	2,900	2,900	0
Spoon River C	810	930	2,967
Springfield C in Illinois	3,230	3,480	0
State CC of East St Louis*	519	675	2,495
Thornton CC*	908	960	1,620
Trinity Christian C*	5,090	5,345	0
Trinity C	5,445	6,010	0
Triton C	750	810	2,400
U of Chicago	9,906	11,681	0
U of Health Sciences			
Chicago Med Sch	5,393	5,608	0
U of Illinois			
Chicago	1,935	2,139	2,813
Urbana-Champaign	1,844	1,960	2,812
Vandercook C Music	5,082	5,658	0
Waubonsee CC	778	778	3,159
Western Illinois U	1,415	1,493	2,160
Wheaton C	6,240	6,652	0
William Rainey Harper C	840	840	1,731

INDIANA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Ancilla C	1,240	1,382	0
Anderson C	4,900	5,280	0
Ball St U	1,554	1,662	2,163
Bethel C	4,615	4,956	0
Butler U	6,340	6,864	0
Calumet C	2,730	2,730	0
DePauw U	7,670	8,200	0
Earlham C	7,875	8,820	0
Fort Wayne Bible C	4,090	4,060	0
Franklin C of Indiana	5,930	6,400	0
George Rogers Clark C	2,190	2,190	0
Goshen C	5,280	5,520	0
Grace C	4,221	4,366	0
Hanover C	4,330	4,680	0
Holy Cross JC	2,430	2,430	0
Huntington C	4,820	5,500	0
Indiana Central U	5,490	5,980	0
Indiana Inst of Tech	4,920	5,250	0
Indiana St U	1,542	1,650	2,236
Indiana U System			
Bloomington	1,617	1,714	3,090
East	1,386	1,468	2,085
Kokomo	1,360	1,448	2,085
Northwest	1,396	1,469	2,085
Purdue U Fort Wayne	1,390	1,453	2,122
Purdue U Indianapolis	1,505	1,623	2,677
South Bend	1,368	1,469	2,085
Southeast	1,390	1,473	2,085
Indiana Voc-Tech C			
Central	1,204	1,245	1,015
Columbus	1,204	1,204	1,015
Eastcentral	1,204	1,245	1,015
Kokomo	1,204	1,233	1,015
Lafayette	1,204	1,218	1,015
Northcentral	1,204	1,204	1,015
Northeast	1,204	1,204	1,015
Northwest	1,204	1,204	1,015
Southcentral	1,204	1,276	1,015
Southeast	1,204	1,243	1,015
Southwest	1,204	1,240	1,015
Wabash Valley	1,204	1,230	1,015
Whitewater	1,204	1,230	1,015
International Business C	4,995	5,345	0
Lockyear C	2,265	2,400	0
Manchester C	5,590	5,920	0
Marian C	4,240	4,610	0
Marion C	4,964	5,336	0
Martin Center C	2,250	2,250	0
Mid-America C of Funeral Service	3,500	3,800	0
Oakland City C	4,500	4,940	0
Purdue U			
Main campus	1,629	1,629	3,206

INDIANA—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Purdue U—Continued			
Calumet	$1,369	$1,369	$2,055
North Central	1,373	1,497	2,175
Rose-Hulman Inst of Tech	6,720	7,365	0
Saint Francis C	3,772	4,192	0
Saint Joseph's C	5,670	6,210	0
Saint Mary's C	6,983	7,490	0
Saint Mary-of-the-Woods C	5,315	5,835	0
Saint Meinrad C	2,912	3,059	0
Taylor U	5,791	6,385	0
Tri-State U	5,169	5,578	0
U of Evansville	6,160	6,592	0
U of Notre Dame	7,970	8,800	0
U of Southern Indiana	1,333	1,458	2,069
Valparaiso U	6,230	6,588	0
Vincennes U	1,200	1,270	2,240
Wabash C	6,600	7,000	0

IOWA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
American Inst of Bus	2,965	3,175	0
Briar Cliff C	4,800	5,040	0
Buena Vista C	6,355	6,863	0
Central C	6,098	6,421	0
Clarke C	5,390	5,770	0
Coe C	6,310	6,620	0
Cornell C*	7,008	7,560	0
Des Moines Area CC	974	974	840
Divine Word C	3,530	3,830	0
Dordt C	5,000	5,320	0
Drake U	6,630	7,130	0
Eastern Iowa CC District			
Clinton CC	1,014	1,064	475
Muscatine CC	1,014	1,070	475
Scott CC	1,014	1,078	475
Ellsworth CC*	1,080	1,200	1,000
Faith Baptist Bible C	3,170	3,170	0
Graceland C	5,145	5,345	0
Grand View C	4,240	4,540	0
Grinnell C	8,436	9,158	0
Hamilton Tech C	3,550	3,550	0
Hawkeye Inst of Tech*	843	928	864
Indian Hills CC	996	1,030	450
Iowa Central CC	970	1,045	450
Iowa Lakes CC*	915	975	405
Iowa St U	1,304	1,390	2,690
Iowa Wesleyan C	5,600	5,600	0
Iowa Western CC*	1,110	1,110	1,020
Kirkwood CC*	900	945	882
Loras C	5,520	5,850	0
Luther C	6,465	6,880	0
Maharishi International U	5,520	6,060	0
Marshalltown CC	1,045	1,045	950
Marycrest C	5,420	5,750	0
Morningside C*	6,014	6,336	0
Mount Mercy C	4,950	5,230	0
Mount Saint Clare C	3,940	4,540	0
National Education Ctr			
National Inst Tech	3,900	5,000	0
North Iowa Area CC	968	1,066	480
NE Iowa Tech Inst	950	950	864
NW Iowa Tech C	990	1,027	402
Northwestern C	4,952	5,550	0
Saint Ambrose C	5,640	5,970	0
Simpson C*	6,165	6,580	0
Southeastern CC North*	910	1,014	480
Southeastern CC South	910	1,014	480
Southwestern CC	900	1,009	472
U of Dubuque	5,325	5,675	0
U of Iowa	1,304	1,390	2,690
U of Northern Iowa	1,242	1,324	1,870
Upper Iowa U	5,280	5,535	0
Vennard C	2,871	3,099	0
Waldorf C	5,750	6,160	0
Wartburg C	5,925	6,490	0
Western Iowa Tech CC*	793	793	750
Westmar C	5,360	5,807	0
William Penn C	5,780	6,170	0

KANSAS

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Allen County CC	520	525	1,710
Baker U	4,310	4,720	0
Barton County CC	555	555	1,575
Benedictine C	4,523	4,875	0
Bethany C	4,207	4,672	0
Bethel C	4,504	4,750	0
Butler County CC	660	765	1,605
Central C	4,100	4,300	0
Cloud County CC*	690	750	1,526
Coffeyville CC	530	530	1,694
Colby CC	675	690	1,490
Cowley County CC*	510	600	1,620
Dodge City CC*	620	646	1,500
Donnelly C*	1,500	1,700	0
Emporia St U	1,083	1,136	1,250
Fort Hays St U	1,153	1,210	1,250
Fort Scott CC*	570	570	1,710
Friends Bible C	4,200	4,200	0
Friends U	4,280	4,760	0
Garden City CC*	520	630	1,527
Hesston C	4,400	5,100	0
Highland CC	620	620	1,366
Hutchinson CC	584	660	1,620
Independence CC	570	570	1,710
Johnson County CC*	615	675	1,485
Kansas City Kansas CC	510	570	1,560
Kansas Newman C	4,110	4,430	0
Kansas St U	1,251	1,302	1,910
Kansas Tech Inst	687	725	1,220
Kansas Wesleyan	4,300	4,500	0
Manhattan Christian C	1,931	1,974	0
Marymount C of Kansas	4,230	4,230	0
McPherson C*	4,150	4,650	0
Mid-America Nazarene C	3,532	3,863	0
Ottawa U	4,095	4,344	0
Pittsburg St U	1,048	1,102	1,250
Pratt CC	598	598	1,558
Saint Mary C	4,140	4,840	0
Saint Mary of the Plains C	4,110	4,275	0
Southwestern C	3,070	3,070	0
Sterling C	4,050	4,300	0
Tabor C	4,142	4,460	0
U of Kansas			
Main campus	1,230	1,290	1,910
Med Center	1,030	1,060	1,910
Washburn U of Topeka*	1,614	1,794	750
Wichita St U	1,284	1,360	1,910

KENTUCKY

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Alice Lloyd C	2,660	80	2,580
Asbury C	4,191	4,515	0
Bellarmine C	4,200	4,500	0
Berea C	122	125	0
Bowling Green JC*	2,861	3,390	0
Brescia C	3,700	4,000	0
Campbellsville C	3,360	3,500	0
Centre C of Kentucky	6,650	7,000	0
Cumberland C	2,880	3,280	0
Eastern Kentucky U	954	1,020	1,880
Georgetown C	4,028	4,262	0
Inst of Electronic Tech	3,300	3,490	0

KENTUCKY—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Kentucky Christian C*	$2,000	$2,223	$ 0
Kentucky C of Business	2,880	2,880	0
Kentucky C of Tech	3,450	3,900	0
Kentucky St U	990	1,052	1,880
Kentucky Wesleyan C	4,060	4,400	0
Lees C	2,520	3,000	0
Lindsey Wilson C	3,180	3,440	0
Louisville Tech Inst	3,600	3,600	0
Midway C	3,500	3,700	0
Morehead St U	974	1,070	1,880
Murray St U	944	1,000	1,880
Northern Kentucky U	944	1,000	1,880
Owensboro JC of Bus	2,775	2,800	0
Pikeville C	3,300	3,420	0
RETS Electronic Inst	3,850	4,183	0
Saint Catharine C	2,750	2,815	0
Spalding U*	3,980	4,272	0
Sue Bennett C	2,070	2,230	0
Sullivan JC of Business	3,960	4,380	0
Thomas More C	4,780	5,180	0
Transylvania U	6,255	6,725	0
Union C	4,150	4,150	0
U of Kentucky	1,228	1,332	2,480
Ashland CC	520	540	1,080
Elizabethtown CC	520	540	1,080
Hazard CC	520	540	1,080
Henderson CC	520	540	1,080
Hopkinsville CC	520	540	1,080
Jefferson CC	520	540	1,080
Lexington CC	1,228	1,332	2,480
Madisonville CC	520	540	1,080
Maysville CC	520	540	1,080
Paducah CC	520	540	1,080
Prestonburg CC	520	540	1,080
Somerset CC	520	540	1,080
Southeast CC	520	540	1,080
U of Louisville	1,244	1,340	2,480
Watterson C	3,424	3,424	0
Western Kentucky U	954	1,030	1,880

LOUISIANA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Bossier Parish CC	400	400	400
Centenary C of Louisiana	4,320	4,720	0
Dillard U	3,900	4,200	0
Louisiana C	2,336	2,745	0
Loyola U*	4,923	5,545	0
Newcomb C of Tulane U	9,080	10,080	0
Our Lady Holy Cross C	3,350	3,350	0
Saint Bernard Parish CC	105	105	0
Saint Joseph Sem C	2,530	2,830	0
Tulane U	9,080	10,080	0
U of New Orleans*	1,224	1,224	2,300
Xavier U of Louisiana	3,939	4,200	0

MAINE

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Andover C	2,900	3,225	0
Bates C	10,490	11,835	0
Beal C	2,820	2,820	0
Bowdoin C	10,070	10,760	0
Casco Bay C	3,005	3,380	0
Central Me Med Ctr Sch of Nursing	1,680	1,860	0
Central Me Voc-Tech Inst	825	840	800
Colby C	9,750	10,930	0
C of the Atlantic	6,975	7,275	0
Eastern Me Voc-Tech Inst	900	900	800
Husson C	5,325	5,975	0
Kennebec Valley Voc-Tech Inst	800	800	800
Maine Maritime Acad	2,720	3,025	1,900
N Me Voc-Tech Inst	900	900	800
Portland Sch of Art	5,710	5,920	0
Saint Joseph's C	4,975	5,375	0
S Me Voc-Tech Inst	840	840	800
Thomas C	5,855	6,084	0
Unity C	4,455	4,684	1,038
U of Maine			
Augusta	1,458	1,458	2,217
Farmington	1,463	1,475	2,217
Fort Kent	1,443	1,443	2,217
Machias	1,453	1,453	2,217
Orono	1,545	1,565	3,051
Presque Isle	1,463	1,463	2,217
U of New England	6,130	6,530.	0
U of Southern Maine	1,555	1,555	3,051
Westbrook C	6,578	7,070	0

MARYLAND

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Allegany CC	820	1,056	1,480
Anne Arundel CC	917	917	2,520
Baltimore Hebrew C	1,980	1,980	0
Bowie St C*	1,595	1,653	1,320
Capitol Inst of Tech	4,407	4,695	0
Catonsville CC	806	870	1,962
Cecil CC	736	795	2,250
Charles County CC*	890	950	1,860
Chesapeake C	542	606	2,390
C of Notre Dame of Md	5,575	6,125	0
Columbia Union C	5,713	6,180	0
CC of Baltimore*	800	860	1,620
Coppin St C*	1,386	1,524	1,320
Dundalk CC	760	872	2,254
Essex CC	640	978	2,372
Frederick CC	930	995	2,700
Frostburg St C*	1,473	1,563	1,320
Garrett CC*	810	870	2,130
Goucher C	8,455	8,955	0
Hagerstown Business C	2,275	2,725	0
Hagerstown JC*	870	870	1,470
Harford CC*	860	948	2,310
Hood C	7,640	8,350	0
Howard CC	860	1,080	3,120
Johns Hopkins U	9,680	10,500	0
Loyola C	6,045	6,675	0
Maryland C Art & Design	4,660	4,660	0
Maryland Inst C of Art	6,700	7,400	0
Montgomery C			
Germantown	1,155	1,188	1,881
Rockville	1,155	1,188	1,881
Takoma Park	1,155	1,188	1,881
Morgan St U*	1,484	1,484	1,448
Mount Saint Mary's C	5,650	6,100	0
Ner Israel Rabbinical C	2,300	2,600	0
Prince Georges CC	1,070	1,138	2,240
Saint John's C	8,850	9,750	0
Saint Mary's C of Md	1,850	2,050	1,300
Salisbury St C*	1,656	1,874	1,320
Sojourner-Douglass C	2,685	4,200	0
Towson St U*	1,509	1,609	1,320
U of Baltimore*	1,490	1,582	1,478
U of Maryland			
Baltimore County*	1,518	1,626	2,876
Baltimore*	1,361	1,438	2,876
College Park*	1,496	1,601	2,876
Eastern Shore*	1,350	1,468	2,758
U C	2,310	2,460	0
Villa Julie C	3,700	3,950	0
Washington Bible C	3,130	3,834	0
Washington C	6,860	7,660	0
Western Maryland C	7,325	7,990	0
Wor-Wic Tech CC*	702	702	2,430

MASSACHUSETTS

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
American International C	$5,380	$5,640	$ 0
Amherst C	10,321	11,141	0
Anna Maria C	5,465	5,735	0
Aquinas JC Milton	3,735	4,335	0
Aquinas JC Newton	4,425	4,900	0
Assumption C	6,070	6,500	0
Atlantic Union C	6,474	6,730	0
Babson C	8,420	9,419	0
Bay Path JC	5,000	5,000	0
Bay State JC	4,520	4,920	0
Becker JC Leicester	3,980	4,280	0
Becker JC Worcester	3,980	4,280	0
Bentley C	6,640	7,800	0
Berklee C of Music	4,510	5,130	0
Berkshire Christian C	5,100	5,100	0
Boston Architectural Ctr	1,510	1,710	0
Boston C	8,450	9,378	0
Boston Conservatory	6,120	6,480	0
Boston U	10,220	11,100	0
Bradford C	7,200	8,295	0
Brandeis U	10,435	11,275	0
Central New England C of Tech	5,400	6,000	0
Chamberlayne JC	4,270	4,690	0
Clark U	9,430	10,450	0
C of the Holy Cross	8,580	9,390	0
Curry C	7,685	8,085	0
Dean JC	6,105	6,600	0
Eastern Nazarene C	4,388	4,758	0
Elms C	5,400	6,250	0
Emerson C	7,985	8,670	0
Emmanuel C	6,200	6,921	0
Endicott C	6,250	6,700	0
Fisher JC	5,200	5,900	0
Forsyth Sch of Dental Hygienists	6,975	7,598	0
Franklin Inst of Boston	5,300	5,700	0
Gordon C	6,966	7,722	0
Hampshire C	10,960	11,850	0
Harvard-Radcliffe C	11,340	12,225	0
Hebrew C	1,510	2,810	0
Hellenic C*	4,065	4,413	0
Katharine Gibbs Sch	5,800	6,445	0
Laboure C	5,300	6,700	0
Lasell JC	6,240	6,629	0
Lesley C	7,470	8,088	0
Marian Court JC	3,545	4,100	0
Mass Bd of Regents Sys			
Southeastern Mass U*	1,285	1,285	2,556
U of Lowell	1,430	1,430	2,566
U of Massachusetts			
Amherst	2,046	2,046	3,024
Boston	1,446	1,446	3,024
Bridgewater St C*	1,271	1,336	2,196
Fitchburg St C	1,184	1,190	2,196
Framingham St C	1,300	1,398	2,196
Massachusetts C of Art	1,360	1,360	2,256
Mass Maritime Acad	1,343	1,343	2,256
North Adams St C*	1,293	1,293	2,196
Salem St C	1,171	1,212	2,196
Westfield St C	1,236	1,251	2,196
Worcester St C*	1,183	1,187	2,196
Berkshire CC*	892	892	1,692
Bristol CC	848	858	1,692
Bunker Hill CC*	835	835	1,692
Cape Cod CC	911	941	1,692
Greenfield CC	931	931	1,692
Holyoke CC*	878	878	1,692
Massachusetts Bay CC	836	914	1,692
Massasoit CC	876	876	1,692
Middlesex CC	861	868	1,692
Mount Wachusett CC*	873	873	1,692
North Shore CC*	808	808	1,692
Northern Essex CC*	823	823	1,692
Quinsigamond CC	863	950	1,692
Roxbury CC*	908	908	1,692
Springfield Tech CC	669	869	1,692
Mass C Pharmacy & Allied Health Sciences	6,166	6,537	0
Mass Inst of Tech	11,000	11,800	0
Merrimack C	6,200	6,800	0
Mount Holyoke C	10,430	11,355	0
Mount Ida C	5,515	5,975	0
New England Consv of Music	8,600	9,225	0
New England Inst of Applied Arts & Sciences	6,795	7,600	0
Newbury C	4,605	5,325	0
Nichols C	5,080	5,420	0
Northeastern U	7,403	7,933	0
Pine Manor C	8,780	9,364	0
Quincy JC	1,515	1,590	0
Regis C	6,500	7,055	0
Saint Hyacinth C Sem	3,105	3,105	0
Saint John's Sem C	2,525	2,600	0
Sch of the Museum of Fine Arts Boston	6,355	6,915	0
Simmons C	8,604	9,290	0
Simon's Rock of Bard C	9,680	10,285	0
Smith C	9,990	10,667	0
Springfield C	5,723	6,210	0
Stonehill C	6,045	6,550	0
Suffolk U	5,090	5,846	0
Swain Sch of Design*	5,300	6,100	0
Tufts U	10,393	11,210	0
Wellesley C	10,210	10,960	0
Wentworth Inst of Tech	5,410	5,940	0
Western New England C	5,550	5,874	0
Wheaton C	10,040	10,840	0
Wheelock C	7,240	7,816	0
Williams C	10,128	10,933	0
Worcester Polytech Inst	9,008	9,820	0

MICHIGAN

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Adrian C	6,126	6,526	0
Albion C	6,784	7,214	0
Alma C	7,010	7,550	0
Alpena CC	713	780	1,020
Andrews U	5,985	6,300	0
Aquinas C	5,600	5,992	0
Baker JC	2,600	3,020	0
Bay de Noc CC	810	853	1,023
Calvin C	4,980	5,300	0
Central Michigan U*	1,507	1,554	2,340
Charles S Mott CC	980	980	840
Cleary C	3,510	3,510	0
Concordia C	4,118	4,504	0
Ctr for Creative Studies	5,736	6,120	0
Davenport C of Business	4,595	4,595	0
Delta C*	974	1,026	1,314
Detroit C of Business	3,720	3,965	0
Eastern Michigan U	1,454	1,454	1,387
Ferris St C	1,671	1,671	1,647
Glen Oaks CC	802	840	420
GMI Engr and Mgmt Inst	5,264	5,464	0
Gogebic CC	690	690	780
Grace Bible C	2,310	2,310	0
Grand Rapids Baptist C	3,730	4,030	0
Grand Rapids JC	950	980	1,140
Grand Valley St C	1,560	1,502	2,088
Great Lakes Bible C	2,325	2,490	0

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Tuition and Fees

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MICHIGAN—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Henry Ford CC*	$1,260	$1,260	$ 0
Highland Park CC	770	770	600
Hillsdale C	6,470	6,870	0
Hope C	6,280	6,780	0
Jackson CC	900	930	540
Jordan C	3,000	3,510	0
Kalamazoo C	7,713	8,400	0
Kalamazoo Valley CC	630	630	1,260
Kellogg CC	735	735	1,140
Kendall Sch of Design	4,395	5,160	0
Kirtland CC*	623	653	720
Lake Michigan C	720	840	480
Lake Superior St C	1,455	1,455	1,371
Lansing CC*	780	780	788
Lawrence Inst of Tech	2,604	2,901	0
Lewis C of Business	3,550	3,800	0
Macomb CC	960	960	855
Madonna C	2,510	2,690	0
Marygrove C	4,140	4,485	0
Mercy C of Detroit	3,968	5,008	0
Michigan Tech U	1,797	1,797	2,256
Michigan Christian C	2,880	3,226	0
Michigan St U*	1,965	1,965	3,060
Mid Michigan CC	754	816	645
Monroe County CC	590	590	270
Montcalm CC*	774	774	480
Muskegon Business C	2,655	3,020	0
Muskegon CC*	780	840	690
Nazareth C Kalamazoo	5,430	5,760	0
North Central Michigan C	850	871	180
Northern Michigan U*	1,493	1,556	2,003
Northwestern Michigan C	1,035	1,035	816
Northwood Inst	4,950	5,400	0
Oakland CC	780	780	810
Oakland U*	1,551	1,650	2,295
Olivet C	5,080	5,480	0
Reformed Bible C	3,370	3,670	0
Sacred Heart Sem C	2,600	2,625	0
Saginaw Valley St C*	1,690	1,690	1,627
Saint Clair County CC	896	960	1,020
Saint Mary's C	3,050	3,090	0
Schoolcraft C	923	923	952
Siena Heights C	4,380	4,710	0
Southwestern Mich C	810	840	360
Spring Arbor C	5,335	5,735	0
Suomi C	6,500	7,000	0
U of Detroit	5,880	6,360	0
Walsh C of Accountancy and Business Admin	2,590	2,804	0
Washtenaw CC	870	870	930
Wayne County CC	840	860	840
Wayne St U*	1,760	1,760	500
West Shore CC*	800	820	790
Western Michigan U*	1,466	1,496	2,130
William Tyndale C	2,560	2,740	0

MINNESOTA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Alexandria Area Tech Inst	1,147	1,270	1,235
Augsburg C	6,200	6,830	0
Bethany Lutheran C	4,150	4,340	0
Bethel C	5,990	6,590	0
Carleton C	9,385	10,250	0
C of Saint Benedict	5,825	6,235	0
C of Saint Catherine	5,945	6,425	0
C of Saint Scholastica	5,802	6,265	0
C of Saint Teresa	5,900	6,430	0
C of Saint Thomas	5,940	6,417	0
Concordia C Moorhead	6,000	6,430	0
Concordia C St Paul	4,575	4,950	0
Crosier Sem JC	5,100	5,835	0
Dakota Co Area Voc-Tech	1,336	1,496	1,465
Dr Martin Luther C	1,855	1,950	0
Gustavus Adolphus C	7,250	7,850	0
Hamline U	7,004	7,569	0
Macalester C	8,155	8,925	0
Med Inst of Minn	3,525	3,525	0
Minneapolis C of Art Design	6,100	6,620	0
Minnesota Bible C	2,205	2,250	0
Minnesota CC's Sys			
Anoka-Ramsey CC	1,170	1,193	597
Austin CC	1,170	1,193	597
Brainerd CC	1,170	1,193	597
Fergus Falls CC	1,170	1,193	597
Hibbing CC Arrowhead	1,170	1,193	597
Inver Hills CC	1,170	1,193	597
Itasca CC Arrowhead	1,170	1,193	597
Lakewood CC	1,170	1,193	597
Mesabi CC Arrowhead	1,170	1,193	597
Minneapolis CC	1,170	1,193	597
Normandale CC	1,170	1,193	597
North Hennepin CC	1,170	1,193	597
Northland CC	1,170	1,193	597
Rainy River CC	1,170	1,193	597
Rochester CC	1,170	1,193	597
Vermilion CC	1,170	1,193	597
Willmar CC	1,170	1,170	597
Worthington CC	1,170	1,193	597
National Education Ctr Brown Inst	3,983	4,800	0
North Central Bible C	3,230	2,520	0
Northwest Tech Inst	3,985	4,225	0
Northwestern C	5,400	5,775	0
NW Electronics Inst	1,908	1,908	0
Saint John's U	5,830	6,235	0
Saint Mary's C	5,650	6,250	0
Saint Mary's JC	4,500	5,040	0
Saint Olaf C	7,150	7,725	0
Saint Paul Bible C	3,468	4,090	0
Sch of Associated Arts	3,358	3,753	0
State U Sys of Minnesota			
Bemidji St U	1,613	1,595	835
Mankato St U	1,598	1,595	835
Metropolitan St U	1,305	1,035	630
Moorhead St U	1,596	1,562	835
Saint Cloud St U	1,602	1,595	835
Southwest St U	1,629	1,595	835
Winona St U	1,610	1,570	835
U of Minnesota			
Duluth	1,878	1,925	2,525
Morris*	1,849	1,899	2,525
Tech C at Crookston	1,775	1,868	2,525
Tech C at Waseca	1,760	1,833	2,525
Twin Cities	1,940	1,969	2,525

MISSISSIPPI

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Alcorn St U	1,150	1,550	1,182
Belhaven C	4,190	4,620	0
Blue Mountain C	2,500	2,834	0
Clarke C	2,290	2,450	0
Coahoma JC	639	700	1,400
Copiah-Lincoln JC	500	550	600
Delta St U	1,000	1,350	1,182
East Central JC	500	540	400
East Mississippi JC*	420	615	0
Hinds JC*	490	490	1,112
Holmes JC	500	600	800

MISSISSIPPI—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Itawamba JC	$500	$600	$450
Jackson St U	1,172	1,472	1,182
Jones County JC	460	536	600
Mary Holmes C	1,450	1,995	0
Meridian JC	450	600	600
Millsaps C	5,575	6,035	0
Mississippi C	3,348	3,594	0
Mississippi Delta JC	505	565	600
Mississippi Gulf Coast JC	544	544	400
Mississippi Gulf Coast JC Jackson	550	544	400
Mississippi Gulf Coast JC Perkinston	500	544	400
Mississippi St U	1,484	1,700	1,182
Mississippi U for Women	1,075	1,475	1,182
Mississippi Valley St U	1,100	1,500	1,182
Northeast Mississippi JC	550	570	670
Northwest Mississippi JC	754	754	600
Pearl River JC*	510	560	550
Phillips C	2,900	2,900	0
Phillips C of Jackson	2,875	2,875	0
Prentiss Inst JC	1,996	1,996	0
Rust C	2,622	3,050	0
Southeastern Baptist C	1,510	1,680	0
Southwest Miss JC*	440	500	700
Tougaloo C	3,160	3,355	0
U of Mississippi			
Main campus	1,517	1,727	1,182
Med Center*	1,688	1,988	0
U of Southern Miss	1,429	1,600	1,182
Wesley C	1,510	1,600	0
William Carey C	2,770	3,070	0
Wood JC	1,704	1,800	0

MISSOURI

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Avila C	4,550	4,780	0
Baptist Bible C	1,130	1,270	0
Basic Inst of Tech	3,400	3,715	0
Calvary Bible C	2,450	2,610	0
Cardinal Glennon C	3,235	3,245	0
Central Bible C	2,184	2,310	0
Central Christian C of the Bible	1,600	1,700	0
Central Methodist C	4,700	4,950	0
Central Missouri St U	992	1,254	1,088
Columbia C	4,875	5,070	0
Conception Sem C	2,610	3,860	0
Cottey C	2,400	2,400	0
Crowder C	400	510	960
Culver-Stockton C	4,600	4,900	0
DeVry Inst of Tech Kansas City	3,740	3,846	0
Drury C	4,855	5,105	0
East Central C	540	540	660
Evangel C	3,260	3,460	0
Fontbonne C	5,250	5,565	0
Hannibal-La Grange C	3,190	3,572	0
Harris-Stowe St C	792	952	914
Jefferson C	420	555	435
Kansas City Art Inst	7,210	7,800	0
Kemper Military JC	5,900	5,900	0
Lincoln U	806	1,500	1,500
Lindenwood C	4,950	5,280	0
Maryville C	5,190	5,500	0
Metropolitan CC's Sys			
Longview CC	660	720	780
Maple Woods CC	660	720	930
Penn Valley CC	660	750	930
Pioneer CC	660	720	840
Mineral Area C	480	480	690
Missouri Baptist C	3,400	3,800	0
Missouri Southern St C*	850	904	0
Missouri Valley C	4,200	5,070	0
Missouri Western St C	930	1,052	918
Moberly Area JC*	450	450	1,260
Northeast Missouri St U	770	1,020	960
Northwest Missouri St U	900	990	840
Ozark Christian C	1,700	1,700	0
Park C	4,480	4,920	0
Platt C	3,750	4,150	0
Rockhurst C	5,030	5,490	0
Rutledge C	2,790	2,976	0
Saint Louis Christian C	1,600	2,066	0
Saint Louis C of Pharmacy	3,370	3,670	0
Saint Louis CC			
Florissant Valley	720	795	635
Forest Park	720	795	630
Meramec	720	848	736
Saint Louis Consv Music	5,515	5,765	0
Saint Louis U	5,720	6,120	0
Saint Mary's C of O'Fallon	3,226	3,232	0
Sch of the Ozarks	3,080	3,080	0
Southeast Missouri St U	850	1,105	1,045
Southwest Baptist U	3,800	4,070	0
State Fair CC	360	402	894
Stephens C	7,100	7,500	0
Southwest Missouri St U	1,104	1,200	1,200
Tarkio C	4,570	5,070	0
Three Rivers CC	660	660	780
Trenton JC	560	560	810
U of Missouri			
Columbia	1,457	1,488	2,820
Kansas City	1,489	1,575	2,820
Rolla	1,641	1,718	2,820
St Louis	1,489	1,520	2,820
Washington U	9,272	10,572	0
Webster U	4,885	5,190	0
Wentworth Military Acad	5,390	6,750	0
Westminster C	5,300	5,600	0
William Jewell C	4,450	4,940	0
William Woods C	5,800	6,130	0

MONTANA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Blackfeet CC	765	810	0
Carroll C	3,750	4,060	0
C of Great Falls	3,400	3,540	0
Dawson CC	450	450	450
Flathead Valley CC	450	450	504
Miles CC	501	501	450
Montana U Sys			
Eastern Montana C*	981	981	1,404
Montana C of Mineral Science and Tech*	901	973	1,818
Montana St U*	992	1,064	1,818
Northern Montana C*	859	979	1,458
U of Montana*	1,149	1,206	1,852
Western Montana C*	845	1,000	1,500
Rocky Mountain C	4,095	4,420	0
Salish Kootenai C	957	957	0

NEBRASKA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Bellevue C	1,620	1,620	0
Central Tech CC Area	720	720	360
Chadron St C	987	1,076	615

NEBRASKA—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
C of Saint Mary	$4,850	$5,140	$ 0
Concordia Teachers C	4,054	5,720	0
Creighton U	5,234	5,624	0
Dana C	4,910	5,310	0
Doane C	5,150	5,620	0
Grace C of the Bible	2,990	3,120	0
Hastings C	5,220	5,710	0
Kearney St C	1,024	1,079	615
McCook CC	590	620	135
Metropolitan Tech CC	743	788	0
Mid-Plains CC	575	605	135
Midland Lutheran C	5,000	5,500	0
Nebraska Christian C	1,510	1,700	0
Nebraska Indian CC	778	960	0
Nebraska Wesleyan U	5,150	5,610	0
Nebraska Western C	660	700	60
Northeast Tech CC	627	683	255
Peru St C	1,000	1,070	615
Southeast CC Area			
Beatrice	621	723	258
Lincoln	654	720	258
Milford	657	723	258
U of Nebraska			
Lincoln*	1,453	1,525	2,258
Med Center*	1,373	1,420	2,258
Omaha*	1,346	1,373	2,258
Union C	5,990	6,380	0
Wayne St C	1,007	1,090	615
York C	2,940	3,170	0

NEVADA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Old C	3,100	2,400	0
Sierra Nevada C	2,600	2,640	0
U of Nevada			
Las Vegas	1,080	1,080	2,200
Reno	1,080	1,080	2,200
Clark County CC	615	615	2,200
Northern Nevada CC	600	600	2,200
Truckee Meadows CC	660	660	2,200
Western Nevada CC	600	600	2,200

NEW HAMPSHIRE

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Castle JC	2,500	2,700	0
Colby-Sawyer C	7,990	8,600	0
Daniel Webster C	6,640	7,400	0
Dartmouth C	10,764	11,679	0
Franklin Pierce C	7,050	7,610	0
Hawthorne C	6,275	6,750	0
Hesser C	3,565	4,030	0
Magdalen C	4,000	4,000	0
McIntosh JC	2,145	2,320	0
New England C	7,110	7,550	0
New Hampshire C	6,803	7,272	0
New Hampshire Tech Inst	1,550	1,650	2,450
NH Voc-Tech C's			
Berlin	1,430	1,480	2,450
Claremont	1,435	1,485	2,400
Laconia	1,450	1,500	2,400
Manchester	1,435	1,485	2,400
Nashua	1,445	1,495	2,400
Stratham	1,437	1,487	2,400
Notre Dame C	4,460	4,720	0
Rivier C	4,600	5,430	0
Saint Anselm C	6,400	6,960	0
U Sys of New Hampshire			
U of New Hampshire	2,400	2,629	4,170
Keene St C	1,780	1,900	2,750
Manchester	1,580	1,580	2,540
Plymouth St C	1,811	1,894	2,750
Sch Lifelong Learning	1,650	1,820	0
White Pines C	4,100	4,300	0

NEW JERSEY

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Assumption C for Sisters	1,200	1,200	0
Atlantic CC	892	961	2,475
Bergen CC	913	1,009	2,475
Berkeley Sch	5,125	5,575	0
Beth Medrash Govoha	2,500	2,750	0
Bloomfield C	5,210	5,770	0
Brookdale CC	806	947	2,475
Burlington County C	885	935	2,130
Caldwell C	4,890	5,495	0
Camden County C*	802	802	60
Centenary C	5,000	5,960	0
C of Saint Elizabeth	5,550	6,250	0
County C of Morris	840	966	2,128
Cumberland County C	840	930	2,425
Don Bosco C	3,010	3,010	0
Drew U	9,150	9,920	0
Essex County C	861	948	1,650
Fairleigh Dickinson U			
Edward Williams C	4,914	5,249	0
Florham Park-Madison	5,934	6,336	0
Rutherford	5,934	6,336	0
Teaneck	5,934	6,336	0
Felician C	3,910	4,350	0
Georgian Court C	4,425	4,930	0
Glassboro St C	1,248	1,521	600
Gloucester County C*	705	750	3,030
Hudson County C	880	880	780
Jersey City St C	1,384	1,575	600
Kean C of New Jersey	1,305	1,500	600
Mercer County CC*	750	840	1,500
Middlesex County C	843	863	1,500
Monmouth C	6,350	6,882	0
Montclair St C	1,340	1,538	600
New Jersey Inst of Tech	2,236	2,712	2,132
Northeastern Bible C	4,200	4,200	0
Ocean County C*	863	948	1,650
Passaic County CC	816	936	816
Princeton U	10,960	11,780	0
Rabbinical C of America	3,400	3,500	0
Ramapo C of New Jersey	1,325	1,533	600
Rider C	5,610	6,910	0
Rutgers U			
Engineering	2,312	2,450	2,056
Nursing	2,024	2,147	1,852
Pharmacy	2,216	2,348	1,954
Camden C	2,025	2,177	1,852
Cook C	2,235	2,361	1,954
Douglass C	2,138	2,258	1,852
Livingston C	2,156	2,276	1,852
Mason Gross Sch of Arts	2,120	2,246	1,852
Newark C	2,035	2,154	1,852
Rutgers C	2,152	2,272	1,852
Saint Peter's C	4,727	5,507	0
Salem CC	863	899	399
Seton Hall U	5,805	6,200	0
Somerset County C	805	938	2,448
Stevens Inst of Tech	8,850	11,800	0
Stockton St C	1,305	1,515	600
Talmudical Acad of NJ	2,600	2,900	0
Trenton St C	1,505	1,620	600
Union County C	875	875	1,500
Upsala C	6,450	6,800	0
Westminster Choir C	6,800	7,160	0
William Paterson C	1,297	1,478	600

NEW MEXICO

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
C of Santa Fe	$3,838	$3,988	$ 0
C of the Southwest	1,192	1,226	0
Eastern New Mexico U			
Main campus	780	895	2,085
Roswell	412	484	816
New Mexico Highlands U	593	725	2,184
NM Inst Mining & Tech	816	912	2,160
New Mexico JC	184	260	225
New Mexico Military Inst	750	1,105	1,150
New Mexico St U			
Main campus	920	1,026	2,626
Alamogordo	384	452	816
Carlsbad	336	438	1,020
Grants	360	432	1,128
Northern New Mexico CC	336	408	592
Saint John's C	8,850	9,720	0
San Juan C	362	360	286
U of New Mexico			
Main campus	888	1,020	2,682
Gallup	348	414	771
Western New Mexico U	600	726	1,846

NEW YORK

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Acad of Aeronautics	3,596	3,596	0
Adelphi U	6,327	6,880	0
Albany Business C	3,600	3,600	0
Albany C of Pharmacy	4,435	4,830	0
Alfred U	8,305	9,089	0
American Acad of Dramatic Arts	3,800	4,225	0
American Acad McAllister Inst of Funeral Service	3,180	3,400	0
Assoc Beth Rivka Schs	3,000	3,000	0
Bard C	11,154	11,850	0
Barnard C	10,546	11,348	0
Belzer Yeshiva Sem	2,350	2,350	0
Berkeley Sch of New York	5,100	5,500	0
Berkeley Sch of Long Island	5,100	5,550	0
Berkeley Sch Westchester	5,400	5,550	0
Beth Hatalmud Rabbinical C	2,300	2,500	0
Beth Jacob Hebrew Teachers C	2,400	2,560	0
Bnos Jerusalem Sem	2,350	2,350	0
Boricua C*	3,800	4,000	0
Bramson ORT Tech Inst	3,300	3,400	0
Briarcliffe Sch	3,895	4,575	0
Bryant & Stratton Business Inst Buffalo	3,610	3,820	0
Bryant & Stratton Business Inst Rochester	3,585	3,820	0
Bryant & Stratton Business Inst Syracuse	3,585	3,795	0
Canisius C	5,540	5,855	0
Cathedral C of the Immaculate Conception	3,800	4,000	0
Cazenovia C	5,324	5,650	0
Central City Business Inst	3,005	3,005	0
Central Yeshiva Tomchei Tmimmin Lubavitz of US*	3,300	3,600	0
Clarkson U	8,500	9,020	0
Colgate U	9,790	10,680	0
Columbia U			
Columbia C*	10,200	11,310	0
Engr & Applied Science	10,496	11,248	0
General Studies*	9,550	9,990	0
Nursing*	10,855	11,600	0
Concordia C	4,785	5,190	0
Cooper Union	300	300	0
Cornell U	10,500	11,500	0
Corning CC*	1,400	1,425	1,350
Culinary Inst of America*	6,099	6,099	0
City U of New York			
Baruch C	1,319	1,319	1,300
Borough of Manhattan CC	1,305	1,305	800
Bronx CC	1,295	1,295	800
Brooklyn C	1,306	1,306	1,300
City C	1,316	1,333	1,300
C of Staten Island	1,329	1,329	1,300
Herbert H Lehman C	1,301	1,301	1,300
Hostos CC	1,249	1,249	800
Hunter C	1,303	1,341	1,300
John Jay C	1,316	1,316	1,300
Kingsborough CC	1,295	1,295	800
La Guardia CC	1,305	1,306	800
Medgar Evers C	1,276	1,276	800
New York City Tech C	1,298	1,298	1,300
Queens C	1,422	1,422	1,300
Queensborough CC	1,290	1,290	800
York C	1,305	1,305	1,300
C for Human Services	5,520	5,520	0
C of Insurance*	5,200	5,700	0
C of Mount Saint Vincent	5,650	6,150	0
C of New Rochelle*	5,610	6,180	0
C of New Resources*	3,560	3,810	0
C of Saint Rose	5,240	5,670	0
Daemen C	5,534	5,930	0
Darkei No'am Rabbinical C	2,700	2,700	0
Dominican C of Blauvelt	3,670	4,070	0
Dowling C*	4,675	4,675	0
D'Youville C	5,250	5,660	0
Eastman Sch of Music	9,354	9,923	0
Elizabeth Seton C*	4,150	4,500	0
Elmira C	6,890	7,350	0
Erie CC			
City*	1,140	1,240	2,360
North*	1,140	1,240	2,360
South	1,140	1,240	2,360
Five Towns C	3,750	3,950	0
Fordham U	6,450	6,950	0
Friends World C	5,000	5,700	0
Gruss Girls Sem	3,000	3,100	0
Hadar Hatorah Rabbinical Sem	3,000	3,000	0
Hamilton C	10,100	10,900	0
Hartwick C	8,050	8,700	0
Hilbert C	3,740	4,066	0
Hobart C	9,850	10,670	0
Hofstra U	5,920	6,770	0
Holy Trinity Orthodox Sem	800	800	0
Houghton C	5,395	5,901	0
Inst of Design and Construction	2,130	2,130	0
Interboro Inst	3,550	3,550	0
Iona C	5,320	5,610	0
Ithaca C	7,046	7,646	0
Jamestown Business C	2,990	3,340	0
Jewish Theol Sem	3,740	4,110	0
Juilliard Sch	6,100	6,650	0
JC of Albany	4,220	4,420	0
Katharine Gibbs Sch Melville	5,850	6,020	0
Katharine Gibbs Sch New York	5,850	6,045	0
Kehilath Yakov Rabbinical Sem	3,000	3,200	0

NEW YORK—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Keuka C	$5,970	$6,300	$ 0
King's C	5,525	5,850	0
Laboratory Inst of Merchandising	5,435	5,860	0
Le Moyne C	5,705	6,235	0
Long Island C Hospital Sch of Nursing	2,932	2,932	0
Long Island U			
Brooklyn	5,550	6,360	0
C W Post	6,350	6,450	0
Southampton	6,550	6,960	0
Machzikei Hadath Rabbinical C	3,750	4,000	0
Manhattan C	5,400	6,300	0
Manhattan Sch of Music	6,300	6,700	0
Manhattanville C	8,070	8,500	0
Mannes C of Music	6,100	6,100	0
Maria C of Albany	2,780	2,930	0
Maria Regina C	2,970	3,170	0
Marist C	5,904	6,344	0
Marymount C	6,540	6,930	0
Marymount Manhattan C	5,450	5,900	0
Mater Dei C	2,666	3,166	0
Medaille C	4,530	4,890	0
Mercy C	3,850	4,290	0
Mesivta Tifereth Jerusalem	1,550	1,550	0
Mesivta Torah Vodaath Sem	2,315	2,315	0
Mirrer Yeshiva Central Inst	2,000	2,000	0
Molloy C	4,550	4,850	0
Monroe Business Inst*	4,095	4,095	0
Monroe CC	1,284	1,348	1,272
Mount Saint Mary C	4,690	5,120	0
Nazareth C of Rochester	5,360	5,760	0
New Sch for Social Research	6,870	7,414	0
New York Inst Tech	4,474	4,990	0
NY Sch Interior Design	5,090	6,800	0
New York U	8,714	9,850	0
Niagara County CC*	1,100	1,190	1,130
Niagara U	5,810	6,300	0
North Country CC	1,100	1,355	1,250
Nyack C	5,026	5,433	0
Olean Business Inst	2,500	2,700	0
Pace U			
New York	5,110	5,968	0
Pleasantville-Briarcliff	5,110	5,968	0
White Plains	5,110	5,968	0
Parsons Sch of Design	7,470	8,054	0
Paul Smith's C of Arts and Sciences	4,960	5,440	0
Polytechnic U	8,310	9,340	0
Polytechnic U Long Island Center	8,310	9,340	0
Pratt Inst	7,388	8,150	0
Rabbinical Acad Mesivta Rabbi Chaim Berlin	2,700	2,900	0
Rabbinical C Beth Shraga	2,100	2,350	0
Rabbinical C Bobover Yeshiva B'nei Zion	2,800	2,800	0
Rabbinical C Ch'san Sofer of NY	2,400	2,800	0
Rabbinical C of Long Island	3,000	3,500	0
Rabbinical Sem M'kor Chaim	2,300	2,400	0
Rabbinical Sem of America*	3,000	4,000	0
Rensselaer Poly Inst	10,300	11,130	0
Rika Breur Teachers Sem	1,090	1,090	0
Roberts Wesleyan C	5,458	5,934	0
Rochester Business Inst	3,080	3,725	0
Rochester Inst of Tech	7,182	7,851	0
Russell Sage C	6,850	7,350	0
Saint Bonaventure U	5,500	6,115	0
Saint Francis C	4,230	4,410	0
Saint John Fisher C	5,745	6,383	0
Saint John's U	4,700	5,200	0
Saint Joseph's C			
New York	3,930	4,330	0
Suffolk	3,930	4,330	0
Saint Lawrence U	9,325	10,260	0
Saint Thomas Aquinas C	3,925	4,225	0
Sarah Lawrence C	10,879	11,625	0
Sch of Visual Arts	6,380	6,880	0
Siena C	5,565	6,005	0
Skidmore C	9,846	10,787	0
Stenotype Inst	4,200	4,200	0
State U of New York			
Albany	1,467	1,475	1,850
Binghamton	1,500	1,501	1,850
Buffalo	1,465	1,465	1,850
Stony Brook	1,475	1,477	1,850
Health Science Center Stony Brook	1,475	1,475	1,850
Empire St C	1,387	1,387	1,850
C at Brockport	1,475	1,475	1,850
C at Buffalo	1,457	1,465	1,850
C at Cortland	1,471	1,478	1,850
C at Fredonia	1,475	1,487	1,850
C at Geneseo	1,475	1,475	1,850
C at New Paltz	1,564	1,564	1,850
C at Old Westbury	1,445	1,445	1,850
C at Oneonta	1,460	1,468	1,850
C at Oswego	1,470	1,470	1,850
C at Plattsburgh	1,468	1,485	1,850
C at Potsdam	1,465	1,475	1,850
C at Purchase	1,475	1,475	1,850
Downstate Med Center	1,455	1,465	1,850
Upstate Med Center	1,430	1,430	1,850
A&T C at Alfred	1,465	1,485	1,850
A&T C at Canton	1,555	1,617	1,850
A&T C at Cobleskill	1,478	1,478	1,850
A&T C at Delhi	1,470	1,470	1,850
A&T C at Farmingdale	1,497	1,500	1,850
A&T C at Morrisville	1,590	1,605	1,850
C of Environmental Sci and Forestry	1,432	1,440	1,850
Maritime C	1,550	1,605	1,850
C of Tech Utica-Rome	1,475	1,475	1,850
Fashion Inst of Tech	1,500	1,500	1,350
Adirondack CC*	1,066	1,197	1,120
Broome CC*	1,026	1,126	1,050
Cayuga County CC*	1,200	1,300	1,200
Clinton CC*	1,187	1,287	1,200
Columbia-Greene CC*	1,254	1,310	1,190
CC of the Finger Lakes	1,334	1,406	1,296
Dutchess CC	1,280	1,315	1,250
Fulton-Montgomery CC	1,073	1,233	1,150
Genesee CC	1,180	1,280	1,200
Herkimer County CC	1,060	1,170	1,060
Hudson Valley CC	1,275	1,265	1,380
Jamestown CC	1,250	1,300	1,200
Jefferson CC	1,380	1,425	1,425
Mohawk Valley CC	1,254	1,310	1,250
Nassau CC	1,370	1,400	1,330
Onondaga	1,264	1,364	2,636
Orange County CC*	1,337	1,337	1,252
Rockland CC*	1,180	1,176	1,120
Schenectady Co CC*	1,183	1,185	1,100
Suffolk County CC	1,246	1,388	1,260

NEW YORK—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
State U of New York-Continued			
Sullivan County CC	$1,422	$1,500	$1,350
Tompkins-Cortland CC*	1,275	1,275	2,300
Ulster County CC	1,372	1,375	1,300
Westchester CC*	1,324	1,434	2,218
Syracuse U			
Main campus	7,780	8,390	0
Utica C	6,405	6,975	0
Talmudical Inst of Upstate New York	2,200	2,200	0
Talmudical Sem Oholei Torah	3,800	4,000	0
Taylor Business Inst	5,305	5,525	0
Tobe-Coburn Sch of Fashion Careers	6,730	7,070	0
Torah Temimah Talmudical Sem	3,200	3,200	0
Touro C*	3,900	3,900	0
Trocaire C	3,300	3,300	0
Union C	9,573	10,338	0
U of Rochester	9,649	10,599	0
U of St of NY Regents C Degrees	225	250	0
Utica Sch of Commerce	2,970	3,300	0
Vassar C	9,750	10,548	0
Villa Maria C of Buffalo	3,260	3,640	0
Wadhams Hall Sem C	2,695	2,795	0
Wagner C	6,310	6,730	0
Wells C	8,545	9,230	0
Wendell Castle Workshop	6,000	6,500	0
Westchester Bus Inst	5,025	5,550	0
William Smith C	9,850	10,600	0
Wood Sch	5,390	5,800	0
Yeshiva Beth Hillel	2,800	3,300	0
Yeshiva Bnei Torah	2,200	2,200	0
Yeshiva Chofetz Chaim Radun	2,300	2,900	0
Yeshiva Karlin Stolin	2,500	2,500	0
Yeshiva of Nitra Rabbinical C*	2,500	2,800	0
Yeshiva Ohel Shmuel	2,300	2,350	0
Yeshiva Shaar Hatorah	2,400	2,450	0
Yeshiva U	6,955	7,450	0

NORTH CAROLINA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Anson Tech C	168	213	1,314
Ashville Buncombe Tech C	173	216	1,314
Atlantic Christian C	3,930	4,300	0
Barber-Scotia C	3,030	3,030	0
Beaufort County CC*	168	203	1,314
Belmont Abbey C	4,262	4,697	0
Bennett C	3,400	3,600	0
Bladen Tech C	174	219	1,314
Blanton's JC	2,160	2,525	0
Blue Ridge Tech C *	165	210	1,314
Brevard C	3,360	3,670	0
Brunswick Tech C*	174	219	1,314
Caldwell CC*	168	213	1,314
Campbell U	4,600	5,202	0
Cape Fear Tech Inst	178	213	1,314
Carteret Tech C*	162	207	1,314
Catawba C	4,750	5,200	0
Catawba Valley Tech C*	168	216	1,314
Cecils JC	2,160	2,485	0
Central Pa Business Sch	2,855	3,045	0
Chatham C	6,956	7,440	0
Chestnut Hill C	4,500	5,050	0
C Misericordia	4,470	4,880	0
Combs C of Music*	4,250	5,250	0
C of the Albemarle	181	226	1,314
Craven CC*	180	225	1,314
Davidson C	7,130	8,380	0
Davidson County CC*	176	221	1,314
Duke U	8,556	9,485	0
Durham Tech Inst	168	213	1,314
East Coast Bible C	1,950	2,140	0
Edgecombe Tech C	162	207	1,314
Elon C	3,546	4,246	0
Fayetteville Tech Inst	171	207	1,314
Forsyth Tech C	168	213	1,314
Gardner-Webb C	4,160	4,530	0
Gaston C*	181	222	1,314
Guilford C	5,610	6,060	0
Guilford Tech CC*	186	231	1,314
Halifax CC	168	213	1,314
Hardbarger JC of Bus	2,272	2,434	0
Haywood Tech C	168	213	1,314
High Point C	4,215	4,530	0
Isothermal CC	181	226	1,314
James Sprunt Tech C	177	222	1,314
John Wesley C	2,026	2,026	0
Johnson C Smith U	3,228	3,551	0
Johnston Tech C	181	219	1,314
Lees-McRae C	3,254	3,644	0
Lenoir CC	180	225	1,314
Lenoir-Rhyne C	4,831	5,201	0
Livingstone C	3,060	3,140	0
Louisburg C	3,450	3,770	0
Mars Hill C	4,100	4,490	0
Martin CC	168	213	1,314
Mayland Tech C*	168	216	1,314
McDowell Tech C	171	216	1,314
Meredith C	3,930	4,200	0
Methodist C	4,700	5,200	0
Mitchell CC	180	225	1,314
Montgomery Tech C	165	210	1,314
Montreat-Anderson C	3,128	3,266	0
Mount Olive C	3,350	4,000	0
Nash Tech C	162	207	1,314
NC Wesleyan C	4,430	4,940	0
Pamlico Tech C*	168	213	1,314
Peace C	3,030	3,190	0
Pfeiffer C	4,380	4,680	0
Piedmont Bible C	2,460	2,700	0
Piedmont Tech C	174	218	1,314
Pitt CC	181	216	1,314
Queens C	5,200	5,650	0
Randolph Tech C*	168	220	1,314
Richmond Tech Inst	171	225	1,314
Roanoke Bible C*	1,462	1,462	0
Roanoke-Chowan Tech C	173	209	1,314
Robeson Tech C	171	216	1,314
Rockingham CC	180	225	1,314
Rowan Tech C	174	219	1,314
Rutledge C Charlotte	2,520	3,105	0
Rutledge C Durham	2,976	3,105	0
Rutledge C Fayetteville*	2,520	3,000	0
Rutledge C Greensboro	2,688	3,105	0
Rutledge C Raleigh	2,900	3,105	0
Rutledge C Winston-Salem*	2,232	2,232	0
Sacred Heart C	3,710	3,910	0
Saint Andrews Presbyterian C	5,600	6,154	0
Saint Augustine's C	3,300	3,300	0
Saint Mary's C	4,440	4,750	0
Salem C	5,875	6,200	0
Sampson Tech C	175	225	1,314
Sandhills CC	177	222	1,314
Shaw U*	2,500	2,500	0

NORTH CAROLINA—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Southeastern CC*	$177	$222	$1,314
Southwestern Tech C	165	216	1,314
Stanly Tech C*	171	216	1,314
Surry CC	171	216	1,314
Tech C of Alamance	162	162	612
Tri-County CC*	159	204	1,314
Vance-Granville CC	171	213	1,314
Wake Forest U	6,000	6,600	0
Wake Tech C*	162	207	1,314
Warren Wilson C	5,150	5,750	0
Wayne CC	171	207	1,314
Western Piedmont CC	171	216	1,314
Wilkes CC	179	224	1,314
Wilson County Tech C	168	213	1,314
Wingate C	3,320	3,670	0

NORTH DAKOTA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Fort Bethold CC	1,240	1,260	0
Jamestown C	5,700	5,700	0
Little Hoop CC	1,400	1,350	0
Mary C	3,760	3,970	0
ND St Bd Higher Ed Sys			
U of North Dakota			
Main campus	1,167	1,266	1,194
Williston	1,050	1,140	1,068
North Dakota St U			
Main campus	1,095	1,194	1,194
Bottineau	1,016	1,106	1,068
Dickinson St C	1,053	1,143	1,068
Mayville St C	888	1,143	1,068
Minot St C	1,008	1,098	1,068
ND St Sch of Science	948	1,038	1,068
Valley City St C	1,038	1,128	1,068
Bismarck JC	1,008	1,138	1,068
Lake Region CC	1,048	1,138	1,068
Northwest Bible C	2,670	2,975	0
Standing Rock CC*	970	970	0
Trinity Bible C	2,559	2,658	0
Turtle Mountain CC	630	936	0

OHIO

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
ATES Tech Inst	3,520	3,520	0
Antioch U	7,390	8,420	0
Art Acad of Cincinnati	3,650	4,370	0
Antonelli Inst of Art and Photography	3,980	4,550	0
Ashland C	6,540	7,080	0
Baldwin-Wallace C	6,454	6,858	0
Belmont Tech C	750	750	150
Bluffton C	5,346	5,715	0
Borromeo C of Ohio	3,500	3,600	0
Bowling Green St U			
Main campus*	1,952	2,030	2,400
Firelands*	1,546	1,600	2,400
Capital U	6,900	7,420	0
Case Western Reserve U	8,650	9,470	0
Cedarville C	3,747	3,972	0
Central Ohio Tech C*	1,192	1,219	523
Central St U	1,413	1,413	1,161
Chatfield C	2,250	2,250	0
Cincinnati Bible Sem	2,286	2,404	0
Cincinnati C of Mortuary Science	3,720	3,980	0
Cincinnati Tech C	1,650	1,650	990
Circleville Bible C	2,820	2,850	0
Clark Tech C	1,251	1,386	1,260
Cleveland C of Jewish Studies	1,400	1,500	0
Cleveland Inst of Art	5,725	6,250	0
Cleveland Inst of Electronics	1,500	1,500	0
Cleveland Inst of Music	7,820	7,998	0
Cleveland St U*	1,833	1,905	1,905
C of Mount Saint Joseph On-the-Ohio	4,970	5,322	0
C of Wooster	8,545	9,220	0
Columbus C Art & Design	5,690	5,880	0
Columbus Tech Inst	1,260	1,260	1,584
Cuyahoga CC District			
Eastern	945	945	1,575
Metro	945	945	1,575
Western	945	945	1,575
Davis JC of Business	3,225	3,590	0
Defiance C*	5,054	5,230	0
Denison U	8,830	9,600	0
DeVry Inst of Tech	3,740	3,846	0
Dyke C	3,450	3,680	0
Edison St CC	945	945	855
Electronic Tech Inst	3,720	3,720	0
Findlay C	5,475	5,919	0
Franklin U	2,700	2,850	0
God's Bible Sch and C	1,573	1,785	0
Heidelberg C	7,600	8,200	0
Hiram C	8,000	8,404	0
Hocking Tech C	1,125	1,125	1,125
Jefferson Tech C	675	675	630
John Carroll U	5,344	5,460	0
Kent St U			
Main campus	2,074	2,195	1,800
Ashtabula	1,720	1,791	1,800
East Liverpool	1,720	1,791	1,800
Salem	1,720	1,791	1,800
Stark County	1,720	1,791	1,800
Trumbull	1,720	1,791	1,800
Tuscarawas	1,720	1,791	1,800
Kenyon C	9,333	10,352	0
Kettering C of Med Arts	3,205	3,260	0
Lake Erie C	6,470	6,470	0
Lakeland CC	1,192	1,285	1,290
Lima Tech C*	1,035	1,035	1,050
Lorain County CC	1,148	1,148	2,115
Lourdes C	2,630	2,930	0
Malone C	5,060	5,370	0
Marietta C*	7,550	8,000	0
Marion Tech C	1,152	1,188	1,548
Miami-Jacobs JC of Business	2,775	3,000	0
Miami U			
Hamilton	1,875	1,948	2,874
Middletown	1,875	1,948	2,874
Oxford	2,475	2,584	2,874
Mount Union C	7,660	8,130	0
Mount Vernon Nazarene C	3,844	4,126	0
Muskingum Area Tech C	1,080	1,080	1,050
Muskingum C	7,420	8,100	0
North Central Tech C	1,275	1,470	1,281
Northwest Tech C	1,080	1,080	990
Northwestern Business C	1,720	1,720	0
Notre Dame C	4,160	4,410	0
Oberlin C	10,162	11,007	0
Ohio C of Bus & Tech	3,150	3,300	0
Ohio Dominican C	4,960	5,250	0
Ohio Northern U	5,976	6,540	0
Ohio St U			
Main campus	1,704	1,704	2,712
A&T Inst	1,653	1,653	2,712
Lima	1,653	1,653	2,712
Mansfield	1,653	1,653	2,712
Marion	1,653	1,653	2,712
Newark	1,653	1,653	2,712

OHIO—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Ohio U			
Main campus	$1,992	$2,060	$2,110
Belmont	1,605	1,605	2,001
Chillicothe	1,605	1,668	2,100
Lancaster	1,605	1,668	2,100
Zanesville	1,605	1,668	2,100
Ohio Wesleyan U	7,800	8,525	0
Otterbein C	6,750	7,155	0
Owens Tech C*	936	984	864
Pontifical C Josephinum	2,578	2,578	0
RETS Tech Center	3,324	3,880	0
Rio Grande C	1,170	1,185	3,180
Shawnee St CC	1,040	1,104	150
Sinclair CC	990	1,035	675
Southern Ohio C	3,400	3,260	0
Southern St CC*	1,080	1,080	180
Stark Tech C	1,295	1,295	900
Terra Tech C	1,496	1,496	1,218
Tiffin U	3,350	3,650	0
Union for Experimenting C's and U's*	3,900	4,245	0
U of Akron			
Main campus	1,716	1,784	2,253
Wayne Gen & Tech C	1,716	1,716	2,144
U of Cincinnati			
Main campus	1,950	2,091	2,898
Clermont Gen & Tech C	1,950	2,091	2,898
Raymond Walters General and Tech C	1,950	2,091	2,898
U of Dayton	5,260	5,740	0
U of Steubenville	4,920	5,220	0
Urbana U	4,860	4,995	0
Ursuline C	4,000	4,200	0
Walsh C	3,868	4,440	0
Washington Tech C	990	990	720
West Side Inst of Tech	6,300	7,000	0
Wilberforce U	4,000	4,000	0
Wilmington C	5,835	6,186	0
Wittenberg U	8,445	9,143	0
Wright St U			
Main campus	1,686	1,752	1,752
Western Ohio	1,509	1,509	1,686
Xavier U	5,400	5,900	0
Youngstown St U	1,335	1,500	1,050

OKLAHOMA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Bacone C	1,920	1,920	0
Bartlesville Wesleyan C	3,600	4,200	0
Cameron U	610	660	1,230
Central St U*	580	627	1,098
East Central U	564	564	592
Eastern Oklahoma St C*	461	540	930
El Reno JC*	476	510	930
Flaming Rainbow U*	2,950	3,230	0
Hillsdale Free Will Baptist C	1,650	1,850	0
Mid-America Bible C	3,402	3,402	0
National Ed Ctr Spartan Sch of Aeronautics	6,160	6,460	0
NE Oklahoma A&M C*	456	502	1,024
Oklahoma Baptist U	2,964	3,170	0
Oklahoma Christian C*	2,850	3,130	0
Oklahoma City CC*	446	495	930
Oklahoma City U	3,542	3,772	0
Okla C of Bus & Tech	3,168	3,168	0
Okla Missionary Baptist C	450	490	0
Oklahoma St U			
Main campus*	820	841	1,656

OKLAHOMA—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Oklahoma St U—Continued			
Tech Inst*	$847	$705	$1,733
Oral Roberts U	4,100	4,480	0
Phillips U	3,994	4,246	0
Saint Gregory's C	2,425	2,575	0
Sayre JC*	450	465	930
Southern Nazarene U	3,330	3,580	0
Southwestern C of Christian Ministries	1,950	2,250	0
SW Oklahoma St U*	579	611	1,125
Tulsa JC*	461	501	809
U of Sci & Arts of Okla*	564	611	1,098
U of Tulsa*	4,770	5,280	0
Western Oklahoma St C*	474	485	930

OREGON

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Bassist C	5,050	5,350	0
Blue Mountain CC	540	612	1,620
Central Oregon CC	600	600	2,646
Chemeketa CC*	630	630	1,740
Clackamas CC	600	630	1,680
Clatsop CC	576	576	1,656
Columbia Christian C	4,095	4,320	0
Concordia C	5,160	5,685	0
Eugene Bible C	2,327	2,726	0
George Fox C	5,770	6,050	0
Lane CC	630	708	1,947
Lewis and Clark C	8,023	8,740	0
Linfield C	6,750	7,480	0
Linn-Benton CC	648	684	2,160
Marylhurst C	5,095	5,400	0
Mount Angel Sem*	2,400	2,800	0
Mount Hood CC	645	645	2,595
Multnomah Sch of Bible	3,680	3,920	0
Northwest Christian C	3,985	4,264	0
Oregon Polytech Inst*	3,436	3,436	0
Ore St Sys of Higher Ed			
Eastern Oregon St C*	1,419	1,422	0
Oregon Inst of Tech*	1,425	1,465	2,703
Oregon St U*	1,410	1,461	2,703
Portland St U*	1,437	1,470	2,703
Southern Oregon St C*	1,471	1,488	2,313
U of Oregon*	1,441	1,487	2,703
Western Oregon St C*	1,423	1,457	2,313
Pacific NW C of Art*	4,300	4,800	0
Pacific U	6,510	7,310	0
Portland CC*	630	675	2,316
Reed C	9,000	9,960	0
Rogue CC	612	720	1,692
Southwestern Oregon CC	600	600	1,200
Treasure Valley CC	660	660	660
Umpqua CC	729	799	2,840
U of Portland	6,080	6,240	0
Warner Pacific C	4,914	5,814	0
Western Baptist C	4,473	4,908	0
Willamette U	6,960	7,560	0

PENNSYLVANIA

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Acad of the New Church*	2,079	2,247	0
Albright C	7,675	8,345	0
Allegheny C	7,815	8,655	0
Allentown C of Saint Francis De Sales*	4,990	5,290	0
Alliance C	3,590	4,320	0
Alvernia C	3,340	3,750	0
American Inst of Drafting	4,600	4,790	0
Antioch U of Philadelphia	3,900	3,950	0

PENNSYLVANIA—Continued

	1985-86 Tuition and fees	1986-87 Tuition and fees	1986-87 Added out-of-state tuition
Antonelli Inst of Art and Photography	$4,750	$5,750	$ 0
Art Inst of Pittsburgh	4,725	5,205	0
Art and Fashion Inst of Philadelphia	5,025	5,025	0
Baptist Bible C of Pa	4,230	4,480	0
Beaver C	6,750	7,200	0
Berean Inst	2,137	2,410	0
Bryn Mawr C	9,820	10,450	0
Bucknell U	9,865	10,755	0
Bucks County CC*	1,144	1,144	2,240
Butler County CC	1,074	1,074	2,448
Cabrini C	4,990	5,400	0
Carlow C	6,286	6,790	0
Carnegie Mellon U	9,460	10,310	0
Cedar Crest C	6,920	7,610	0
Chowan C	3,220	3,400	0
Cleveland Tech C*	177	222	1,314
Central Carolina Tech C	171	216	1,314
Coastal Carolina CC*	168	213	1,314
C of the Albemarle	181	226	1,314
Combs C of Music*	4,250	5,250	0
CC of Allegheny County*	872	1,036	1,872
CC of Beaver County*	1,130	1,130	2,700
CC of Philadelphia	1,174	1,294	2,520
Curtis Inst of Music*	125	125	0
Dean Inst of Tech	4,345	4,420	0
Delaware County CC	846	894	1,728
Delaware Valley C of Science & Agriculture	5,200	5,935	0
Dickinson C	9,130	10,285	0
Drexel U	6,093	7,221	0
Duquesne U	5,850	6,270	0
Eastern C	5,990	6,470	0
Electronic Inst Harrisburg	3,030	3,350	0
Electronic Inst Pittsburgh	4,320	6,550	0
Elizabethtown C	6,765	7,325	0
Erie Business Center	3,130	3,470	0
Franklin and Marshall C	9,150	10,200	0
Gannon U*	4,820	5,120	0
Geneva C	5,010	5,360	0
Gettysburg C	8,574	9,425	0
Gratz C	710	1,050	0
Grove City C	3,230	3,470	0
Gwynedd-Mercy C	4,650	5,000	0
Hahnemann U Allied Health Professions*	5,268	5,400	0
Harcum JC	4,130	4,400	0
Harrisburg Area CC*	838	918	1,900
Haverford C	10,090	10,950	0
Holy Family C	3,900	4,400	0
Hussian Sch of Art	3,615	4,015	0
Immaculata C	4,200	4,500	0
Johnson Tech Inst	2,045	2,465	0
Juniata C	7,260	8,050	0
Keystone JC	4,550	5,130	0
King's C	5,270	5,680	0
La Roche C	4,370	4,760	0
La Salle U	5,590	6,200	0
Lackawanna JC	2,820	2,970	0
Lafayette C	9,250	9,950	0
Lancaster Bible C	4,330	4,630	0
Lebanon Valley C	6,800	7,450	0
Lehigh County CC	1,080	1,185	2,235
Lehigh U	9,550	10,500	0
Lincoln Tech Inst	4,750	5,175	0

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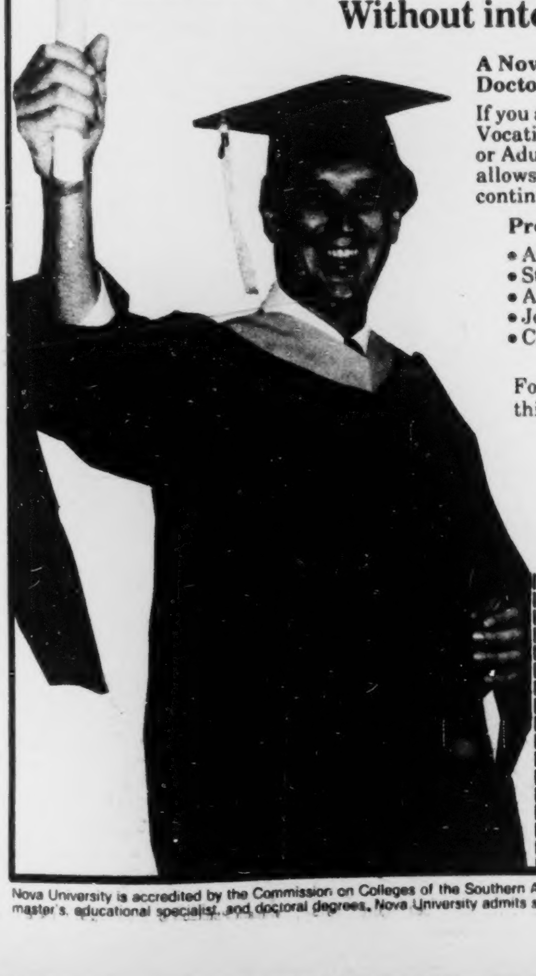

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Tuition and Fees

Continued from Preceding Page

	1985-86	1986-87	1986-87
	Tuition and fees	Tuition and fees	Added out-of-state tuition
PENNSYLVANIA—Continued			
Lincoln U*	$1,930	$2,130	$800
Luzerne County CC	1,058	1,170	2,070
Lycoming C	6,800	7,380	0
Manor JC	3,790	4,173	0
Marywood C	3,950	4,450	0
Mercyhurst C	5,560	5,960	0
Messiah C	5,260	5,730	0
Montgomery County CC	1,004	1,074	2,080
Moore C of Art	6,500	7,070	0
Moravian C	7,575	8,170	0
Mount Aloysius JC	4,700	4,980	0
Muhlenberg C	8,185	9,000	0
National Education Ctr Vale Tech Inst*	5,262	5,502	0
Neumann C	4,390	4,950	0
Northampton County Area CC*	1,260	1,260	2,700
NE Christian JC	3,516	3,710	0
Peirce JC	4,080	4,360	0
Penn Tech Inst	3,600	3,980	0
Pennco Tech	3,267	3,267	0
Pennsylvania Inst of Tech	4,385	4,593	0
Philadelphia C of the Bible	4,133	4,467	0
Philadelphia C of Pharmacy and Science	5,825	6,225	0
Philadelphia C of Textiles and Science	5,400	5,900	0
Pittsburgh Inst of Aeronautics	3,360	3,585	0
Pittsburgh Tech Inst	5,000	5,500	0
Point Park C	5,122	5,462	0
Reading Area CC	1,110	1,224	1,170
Robert Morris C	3,240	3,480	0
Rosemont C	5,945	6,295	0
Saint Charles Borromeo Sem	3,050	3,050	0
Saint Francis C	5,325	6,000	0
Saint Joseph's U*	5,350	5,800	0
Saint Vincent C	5,250	5,940	0
Seton Hill C	6,265	6,260	0
Spring Garden C	5,100	5,550	0
St Sys of Higher Ed			
Bloomsburg U of Pa*	1,744	1,744	1,268
California U of Pa*	1,860	1,860	1,268
Cheyney U of Pa*	1,730	1,750	1,268
Clarion U of Pa*	1,798	1,798	1,268
E Stroudsburg U of Pa*	1,778	1,778	1,248
Edinboro U of Pa*	1,810	1,810	1,268
Indiana U of Pa*	1,824	1,824	1,268
Kutztown U of Pa*	1,738	1,738	1,268
Lock Haven U of Pa*	1,765	1,765	1,268
Mansfield U of Pa*	1,791	1,791	1,268
Millersville U of Pa*	1,716	1,716	1,268
Shippensburg U of Pa*	1,822	1,822	1,268
Slippery Rock U of Pa*	1,838	1,838	1,268
West Chester U of Pa*	1,696	1,726	1,268
Susquehanna U	7,100	7,800	0
Swarthmore C	10,220	11,350	0
Talmudical Yeshiva of Philadelphia	2,160	2,250	0
Thiel C	6,158	6,602	0
Thomas Jefferson U	7,400	7,800	0
Tracey-Warner Sch*	3,685	3,685	0
Triangle Tech	3,698	4,172	0
Triangle Tech Erie*	3,738	3,738	0
Triangle Tech Greensburg Center*	3,752	4,125	0
United Wesleyan C*	3,790	3,920	0
U of Pennsylvania	10,400	11,200	0
U of Pittsburgh			
Main campus	3,010	3,220	3,100
Bradford	3,000	3,220	3,100
Greensburg	2,920	3,130	3,100
Johnstown	2,970	3,180	3,100
Titusville	2,830	3,110	2,950
U of Scranton	5,000	5,640	0
Ursinus C	6,625	7,350	0
Valley Forge Christian C*	2,275	2,800	0
Valley Forge Military JC	4,705	5,430	0
Villa Maria C	5,130	5,380	0
Villanova U	6,520	7,385	0
Washington and Jefferson C	7,720	8,220	0
Waynesburg C*	5,570	5,570	0
Westminster C*	6,100	6,480	0
Westmoreland Co CC*	844	844	1,752
Widener U	6,700	7,200	0
Wilkes C	5,750	6,150	0
Williamsport Area CC	1,281	1,553	3,549
Wilson C	7,343	7,510	0
York C of Pennsylvania	3,232	3,456	0
RHODE ISLAND			
Brown U	11,155	12,035	0
Bryant C	5,100	5,600	0
CC of Rhode Island	830	844	0
Johnson and Wales C	4,980	5,670	0
New England Inst of Tech	4,755	5,055	0
Providence C	7,048	7,645	0
Rhode Island C	1,234	1,298	2,290
RI Sch of Design	9,000	9,635	0
Roger Williams C	5,889	6,614	0
Salve Regina-The Newport C	6,210	6,900	0
U of Rhode Island*	1,972	2,125	3,686
SOUTH CAROLINA			
Aiken Tech C	600	600	255
Allen U	2,810	2,800	0
Anderson C	3,410	3,880	0
Baptist C at Charleston	4,894	4,894	0
Beaufort Tech C	585	675	225
Benedict C	3,370	3,455	0
Bob Jones U	2,522	2,722	0
Central Wesleyan C	4,460	4,640	0
Chesterfield-Marlboro C	660	660	380
Citadel, Military C of SC	n/a	4,190	2,300
Claflin C	2,752	3,002	0
Clemson U	1,682	1,922	2,548
Clinton JC	1,050	1,025	0
Coker C	5,140	5,660	0
C of Charleston	1,614	1,760	1,526
Columbia Bible C	3,130	3,420	0
Columbia C	5,500	5,800	0
Converse C	5,650	6,250	0
Denmark Tech C*	525	525	225
Erskine C	5,440	6,015	0
Florence Darlington C	810	855	495
Francis Marion C	1,020	1,100	1,100
Furman U	6,012	6,656	0
Greenville Tech C	465	465	396
Horry-Georgtown Tech C	525	765	765
Limestone C	5,460	5,460	0
Med U of South Carolina	1,400	1,500	1,500
Midlands Tech C	750	750	750
Morris C	2,882	2,904	0
Newberry C*	5,500	5,700	0
Nielsen Electronics Inst	1,701	1,809	0
SOUTH CAROLINA—Continued			
North Greenville C	$3,200	$3,500	$ 0
Piedmont Tech C	585	698	202
Presbyterian C	5,588	6,257	0
Rutledge C	2,655	3,105	0
Rutledge C Columbia	2,124	3,105	0
Rutledge C Spartanburg	2,232	3,105	0
South Carolina St C	1,050	1,200	1,050
Spartanburg Methodist C	3,200	3,500	0
Spartanburg Tech C	405	450	450
Sumter Area Tech C	540	614	342
Tri-County Tech C	525	525	513
Trident Tech C	525	765	765
U of South Carolina			
Aiken	1,200	1,400	1,540
Beaufort	1,020	1,200	1,370
Coastal Carolina	1,200	1,400	1,540
Columbia	1,668	2,228	1,920
Lancaster	1,040	1,200	1,370
Salkehatchie	1,020	1,200	1,370
Spartanburg	1,260	1,400	1,540
Sumter	1,020	1,200	1,370
Union	1,020	1,200	1,370
Voorhees C	2,742	2,740	0
Williamsburg Tech C	375	450	0
Winthrop C	1,272	1,748	1,274
Wofford C	5,175	5,675	0
York Tech C	396	396	396
SOUTH DAKOTA			
Augustana C	6,075	6,475	0
Black Hills St C	1,313	1,794	1,110
Dakota St C	1,312	1,454	1,110
Dakota Wesleyan U	4,030	4,170	0
Huron C	3,850	4,490	0
Kilian CC	2,852	3,015	0
Mount Marty C	4,375	4,570	0
National C	4,350	4,725	0
Northern St C*	1,263	1,263	1,043
Oglala Lakota C	750	870	0
Presentation C	3,965	4,165	0
Sinte Gleska C	900	980	0
Sioux Falls C	4,600	4,950	0
SD Sch of Mines & Tech	1,359	1,720	1,440
South Dakota St U	1,344	1,542	1,320
U of South Dakota	1,418	1,542	1,238
TENNESSEE			
American Baptist C of ABT Sem	1,500	1,500	0
Aquinas JC	2,210	2,360	0
Belmont C	3,100	3,350	0
Bethel C	2,850	3,150	0
Bristol C	2,560	3,200	0
Bryan C	3,950	4,250	0
Carson-Newman C	4,000	4,320	100
Christian Brothers C	4,370	4,840	0
Cooper Inst	2,290	2,610	0
Cumberland U	3,150	3,410	0
David Lipscomb C	3,045	3,485	0
Draughon's JC Knoxville*	2,430	3,168	0
Draughon's JC Memphis	2,900	2,900	0
Draughon's JC Nashville	2,475	2,700	0
Edmondson JC	2,950	2,950	0
Fisk U	4,315	4,315	0
Free Will Baptist Bible C	2,216	2,262	0
Freed-Hardeman C	3,190	3,340	0
Hiwassee C	2,124	2,490	0
John A Gupton C	2,507	2,750	0
Johnson Bible C	2,000	2,150	0
King C	3,890	4,050	0
Knoxville Business C	2,160	2,610	0
Knoxville C	3,407	3,407	0
Lambuth C	3,880	4,182	0
Lane C	2,700	3,049	0
Lee C	2,881	2,972	0
LeMoyne-Owen C	3,100	5,070	0
Lincoln Memorial U	2,745	3,045	0
Martin C	2,875	3,150	0
Maryville C	4,785	5,260	0
McKenzie C	2,544	3,048	0
Memphis C of Art	4,600	5,215	0
Mid-South Bible C	2,738	2,930	0
Milligan C	4,296	4,456	0
O'More C of Design	3,900	4,600	0
Rhodes C	6,900	7,660	0
Rutledge C	2,790	3,105	0
Southern C of Optometry	6,942	9,644	0
Southern C of Seventh-Day Adventists	5,220	5,536	0
St U & CC Sys of Tenn			
Austin Peay St U*	882	1,143	2,430
East Tennessee St U*	882	1,064	2,430
Memphis St U*	960	1,160	2,436
Middle Tennessee St U*	882	1,038	2,430
Tennessee St U*	882	1,066	2,430
Tennessee Tech U*	882	1,062	2,430
Chattanooga St CC*	564	639	2,430
Cleveland St CC*	564	642	2,430
Columbia St CC*	564	636	2,430
Dyersburg St CC*	564	636	2,430
Jackson St CC*	564	636	2,430
Motlow St CC*	564	642	2,430
Nashville St Tech Inst*	564	639	2,430
Roane St CC*	564	639	2,430
Shelby St CC*	564	639	2,430
St Tech Inst Knoxville*	564	642	2,430
St Tech Inst Memphis*	564	639	2,430
Tri-Cities St Tech Inst*	564	639	2,430
Volunteer St CC*	564	639	2,430
Walters St CC*	564	642	2,430
Tenn Inst of Electronics	4,215	4,215	0
Tennessee Temple U	2,590	2,710	0
Tennessee Wesleyan C	3,746	3,746	0
Tomlinson C	2,510	2,750	0
Trevecca Nazarene C	3,615	3,963	0
Tusculum C	4,060	4,309	0
U of the South	8,445	9,285	0
U of Tennessee			
Chattanooga	960	1,154	2,432
Knoxville	1,125	1,311	2,433
Martin	1,035	1,173	2,433
Memphis	1,045	1,134	2,430
Union U	2,890	3,050	0
Vanderbilt U	8,820	9,675	0
TEXAS			
Abilene Christian U	3,450	3,900	0
Alamo CC District			
Saint Philip's C*	226	350	900
San Antonio C*	226	226	348
Alvin CC	144	284	1,080
Amarillo C*	353	353	1,207
Amber U	3,000	3,000	0
American Tech U	2,428	2,720	0
Angelina C*	372	372	480
Angelo St U	760	870	3,120
Arlington Baptist C	1,700	1,700	0
Art & Fashion Inst Dallas	5,025	5,250	0
Austin C	5,540	5,995	0
TEXAS—Continued			
Austin CC*	$558	$602	$748
Bauder Fashion C	4,510	4,710	0
Baylor C of Dentistry	1,200	1,200	0
Baylor U	3,672	3,970	0
Bee County C	280	280	3,420
Bishop C*	3,000	3,150	0
Blinn C	487	534	1,620
Brazosport C	186	186	370
Central Texas C	256	256	434
Cisco JC*	600	600	400
Clarendon C	310	310	200
C of the Mainland	135	135	608
Concordia Lutheran C	2,900	3,600	0
Cooke County C	415	415	585
Criswell C of Bible Studies	1,800	2,600	0
Dallas Baptist U	3,900	4,300	0
Dallas Christian C	1,870	1,870	0
Dallas County CC District			
Brookhaven C*	304	304	1,490
Cedar Valley C*	300	304	1,490
Eastfield C	300	300	1,490
El Centro C	300	304	1,490
Mountain View C	300	304	1,514
North Lake C*	300	304	1,490
Richland C*	300	304	1,490
Del Mar C	364	384	3,700
DeVry Inst of Tech Irving	3,740	3,846	0
East Texas Baptist U	2,829	3,300	0
East Texas St U	750	870	3,120
East Texas St U at Texarkana	630	810	3,120
El Paso County CC	425	628	1,772
Frank Phillips C	370	370	265
Galveston C*	388	400	400
Grayson County JC*	406	406	957
Hardin-Simmons U	3,426	3,828	0
Henderson County JC*	312	356	1,560
Hill JC	842	842	558
Houston Baptist U	3,849	4,014	0
Houston CC	602	750	1,560
Howard C	425	425	210
Howard Payne U	2,760	3,140	0
Huston-Tillotson C	3,000	3,300	0
Incarnate Word C	4,536	4,770	0
Jacksonville C	1,860	2,000	0
Jarvis Christian C	3,400	3,400	0
Kilgore C	180	300	870
Lamar U	730	880	3,120
Laredo JC	384	384	910
Lee C	234	294	1,020
LeTourneau C	4,654	4,654	0
Lon Morris C	2,900	2,900	0
Lubbock Christian C	3,426	3,900	0
McLennan CC	240	240	432
McMurry C	3,240	3,840	0
Midland C	248	372	550
Midwestern St U	786	870	3,120
Miss Wade's Fashion Merchandizing C	4,400	4,400	0
Navarro C	658	712	156
North Harris County C	210	222	546
North Texas St U	750	882	3,120
Odessa C	400	556	240
Our Lady of the Lake U	4,100	4,460	0
Pan American U	660	780	3,120
Panola JC	320	320	272
Paris JC	410	470	570
Paul Quinn C	2,498	2,498	0
Ranger JC*	512	512	256
Rice U	4,300	4,620	0
Saint Edward's U	3,778	4,960	0
Saint Mary's U of San Antonio	4,620	5,080	0
Sam Houston St U	760	880	3,120
San Jacinto C Central	330	330	960
San Jacinto C North	330	330	960
Schreiner C	4,450	4,675	0
South Plains C	350	350	200
Southern Methodist U	7,364	7,879	0
Southwest Texas JC	366	426	1,560
Southwest Texas St U*	778	902	3,120
SW Adventist C	5,184	5,500	0
Southwestern Christian C	2,577	2,577	0
Southwestern U	5,500	5,900	0
Southwestern JC of the Assemblies of God	2,167	2,317	0
Stephen F Austin St U	720	850	3,120
Sul Ross St U	760	880	3,120
Tarrant County JC*	292	292	3,360
Temple JC*	508	508	1,020
Texarkana CC	396	396	400
Texas A&M U Sys			
Prairie View A&M U	950	1,070	3,120
Tarleton St U	766	886	3,120
Texas A&M U			
Main campus	720	870	3,120
Galveston	575	695	3,120
Texas Christian U	5,410	5,744	0
Texas C	2,385	2,580	0
Texas Lutheran C	3,600	3,950	0
Texas Southern U	760	884	3,120
Texas Southmost C	382	459	1,120
Texas St Tech Inst			
Amarillo	477	477	3,240
Rio Grande*	477	477	3,240
Sweetwater	477	477	3,240
Waco	534	534	3,240
Texas Tech U	700	862	3,120
Texas Wesleyan C	3,850	3,900	0
Texas Woman's U	692	882	3,120
Trinity U	6,340	7,060	0
Tyler JC	260	260	810
U of Dallas	4,950	5,500	0
U of Houston Sys			
U Park	686	840	3,120
Clear Lake	745	854	3,120
Downtown	770	890	3,120
Victoria	644	828	3,120
U of Mary Hardin-Baylor	3,140	3,400	0
U of Saint Thomas*	3,500	3,500	0
U System of South Texas			
Corpus Christi St U	660	840	3,120
Laredo St U	585	705	3,120
Texas A&I U	720	840	3,120
U of Texas System			
Austin	705	858	3,120
Arlington	740	910	3,120
Dallas	750	870	3,120
El Paso	666	816	3,120
Permian Basin	675	855	3,120
San Antonio	690	840	3,120
Tyler	720	840	3,120
Health Science Center at Houston	505	616	3,120
Sch of Allied Health Sciences at Dallas	480	600	3,120
Sch of Allied Health Sciences at Galveston	420	654	3,120
Sch of Nursing at Galveston	540	660	3,120
Vernon Regional JC	300	350	960
Victoria C	240	300	1,320
Wayland Baptist U	2,310	3,188	0
Weatherford C	400	400	2,400
TEXAS—Continued			
Western Texas C	$420	$480	$240
West Texas St U	760	862	3,120
Wharton County JC	555	555	960
Wiley C	2,982	2,982	0
UTAH			
Brigham Young U	1,480	1,550	0
Latter-Day Saints Business C	1,350	1,535	0
Stevens Henager C	2,940	3,240	0
Utah Higher Ed Sys			
U of Utah*	1,275	1,416	2,463
Utah St U	1,071	1,185	2,061
Southern Utah St C	852	969	1,606
Weber St C	951	1,017	1,695
C of Eastern Utah	777	810	1,326
Dixie C	717	809	1,300
Snow C	780	813	1,302
Utah Tech C Provo	855	936	1,557
Utah Tech C Salt Lake	856	975	1,689
Westminster C of Salt Lake City	4,550	4,940	0
VERMONT			
Bennington C	12,830	13,970	0
Burlington C*	4,350	4,650	0
Champlain C	4,485	4,795	0
C of Saint Joseph the Provider	4,400	4,700	0
Green Mountain C	5,737	5,961	0
Marlboro C	9,005	9,710	0
Saint Michael's C	6,874	7,290	0
Sch for Int'l Training	6,289	6,609	0
Southern Vermont C	3,630	4,040	0
Sterling C	5,700	6,300	0
Trinity C	5,635	6,035	0
U of Vermont	2,948	3,208	5,270
Vermont St C's System			
Castleton St C	2,122	2,246	2,450
CC of Vermont	1,102	1,520	1,440
Johnson St C	2,152	2,278	2,450
Lyndon St C	2,205	2,322	2,450
Vermont Tech C	2,534	2,680	2,286
VIRGINIA			
Averett C	4,225	4,650	0
Bluefield C	2,800	3,460	0
Bridgewater C	5,370	6,000	0
Christopher Newport C*	1,625	1,625	1,000
C of William and Mary	2,290	2,540	4,232
Richard Bland C	1,040	1,040	1,550
Eastern Mennonite C	5,250	5,828	0
Emory and Henry C	4,551	5,097	0
Ferrum C	4,750	4,950	0
George Mason U	1,608	1,680	1,656
Hampden-Sydney C	7,620	8,305	0
Hampton U	4,065	4,400	0
Hollins C	7,890	8,350	0
James Madison U	2,190	2,392	1,830
Liberty U	2,800	3,210	0
Longwood C	2,018	2,529	1,324
Lynchburg C	6,250	6,625	0
Mary Baldwin C	6,050	6,550	0
Mary Washington C	1,578	1,902	1,820
Marymount C of Virginia	5,700	6,150	0
National Business C	2,935	2,935	0
Norfolk St U	1,200	1,308	1,112
Old Dominion U*	1,678	1,740	1,500
Radford U	1,675	1,796	780
Randolph-Macon C	6,500	7,140	0
Randolph-Macon Woman's C	7,685	8,085	0
Roanoke C	6,500	7,000	0
Saint Paul's C	3,190	3,390	0
Shenandoah C and Consv of Music	6,000	6,600	0
Southern Sem JC	5,290	5,450	0
U of Richmond	7,155	7,575	0
U of Virginia			
Main campus	2,036	2,250	3,220
Clinch Valley C	1,248	1,404	816
Va Commonwealth U*	1,798	2,110	2,620
Virginia CC System			
Blue Ridge CC	806	772	2,880
Central Virginia CC	799	610	2,880
Dabney S Lancaster CC	811	776	2,880
Danville CC	799	765	2,880
Eastern Shore CC	808	774	2,800
Germanna CC	805	771	2,880
J Sargeant Reynolds CC	811	765	2,880
John Tyler CC	799	765	2,880
Lord Fairfax CC	814	780	2,880
Mountain Empire CC	799	765	2,880
New River CC	823	789	2,860
Northern Virginia CC	799	765	2,880
Patrick Henry CC	805	771	2,880
Paul D Camp CC	799	765	2,880
Piedmont Virginia CC	799	765	2,880
Rappahannock CC	808	774	2,880
Southside Virginia CC	803	771	2,880
Southwest Virginia CC	804	769	2,880
Thomas Nelson CC	805	771	2,880
Tidewater CC	799	765	2,880
Virginia Highlands CC	798	765	2,880
Virginia Western CC	799	850	2,880
Wytheville CC	804	774	2,880
Virginia Intermont C	4,200	4,375	0
Va Polytech Inst & St U	2,019	2,187	2,220
Virginia St U	1,800	1,800	1,300
Virginia Union U	3,754	4,118	0
Virginia Wesleyan C	5,200	5,725	0
Washington and Lee U	7,200	7,660	0
WASHINGTON			
Antioch U Seattle	4,950	5,250	0
Bellevue CC	699	699	2,055
Big Bend CC	699	699	2,055
Central Washington U	1,212	1,212	2,994
Centralia C	699	699	2,055
City U	3,285	4,220	0
Clark C	699	714	2,055
Columbia Basin C	699	720	2,055
Cornish Inst	5,563	5,949	0
Eastern Washington U	1,212	1,212	2,994
Edmonds CC	699	705	2,055
Everett CC	699	699	2,055
Evergreen St C	1,212	1,212	2,994
Fort Steilacoom CC	699	699	2,055
Gonzaga U	6,260	6,750	0
Grays Harbor C	699	699	2,055
Green River CC	699	699	2,055
Griffin C	4,320	4,680	0
Heritage C	2,430	3,330	0
Highline CC	699	693	2,055
Lower Columbia C	699	684	2,055
Lutheran Bible Inst	3,109	3,450	0
Northwest C	3,780	4,201	0
Olympic C	699	699	2,055
Pacific Lutheran U	6,535	7,155	0
Peninsula C	675	684	2,055
Puget Sound Christian C	2,505	2,505	0
Saint Martin's C	6,010	6,470	0
Seattle CC Dist			
Central	690	699	2,055
North	690	690	2,055
South	690	690	2,055
WASHINGTON—Continued			
Seattle Pacific U	$5,997	$6,405	$ 0
Seattle U	6,120	6,660	0
Shoreline CC	687	687	2,055
Skagit Valley C	699	699	2,055
South Puget Sound CC	699	699	2,055
Tacoma CC	699	699	2,055
U of Puget Sound	6,960	7,580	0
U of Washington	1,590	1,590	2,856
Walla Walla C	6,150	6,445	0
Walla Walla CC	699	699	2,055
Washington St CC Dist			
Spokane CC	692	719	2,055
Spokane Falls CC	692	711	2,055
Washington St U	1,606	1,606	2,856
Wenatchee Valley C	699	699	2,055
Western Washington U	1,212	1,230	2,994
Whatcom CC	678	665	2,055
Whitman C	7,450	8,050	0
Whitworth C	6,755	7,220	0
Yakima Valley CC	699	699	2,055
WEST VIRGINIA			
Alderson Broaddus C	5,334	5,772	0
Appalachian Bible C	2,380	2,747	0
Beckley C	1,110	1,550	0
Bethany C	7,185	7,820	0
Bluefield St C	840	890	1,510
Concord C	840	908	1,510
Davis and Elkins C	5,436	5,605	0
Fairmont St C	840	896	1,510
Glenville St C	840	890	1,510
Huntington JC of Bus	2,340	2,700	0
Marshall U	960	1,042	1,730
National Education Ctr National Inst of Tech	3,600	3,600	0
Ohio Valley C	3,080	3,410	0
Parkersburg CC*	552	600	1,420
Salem C	5,050	5,400	0
Salem C Clarksburg	4,690	4,750	0
Shepherd C	840	890	1,510
Southern W Va CC	552	600	1,420
U of Charleston	4,600	5,300	0
West Liberty St C	840	900	1,510
W Va Inst of Tech	880	940	1,560
W Va Northern CC	552	600	1,420
West Virginia St C	840	906	1,510
West Virginia U			
Main campus	1,160	1,260	1,980
Potomac St C	840	900	1,510
W Va Wesleyan C	5,450	6,100	0
Wheeling C	5,620	6,100	0
WISCONSIN			
Alverno C	4,725	5,020	0
Beloit C	7,960	8,590	0
Blackhawk Tech Inst	676	900	5,406
Cardinal Stritch C	4,640	4,960	0
Carroll C	7,100	7,670	0
Carthage C	5,952	6,352	0
Concordia C	4,400	4,800	0
District One Tech Inst	803	900	5,406
Edgewood C	4,800	5,100	0
Fox Valley Tech Inst	653	900	5,406
Gateway Tech Inst	653	805	5,406
Lakeland C	5,500	5,900	0
Lakeshore Tech Inst	717	900	5,406
Lawrence U	8,325	9,252	0
Madison Area Tech C	683	738	5,406
Madison Business C	2,340	2,434	0
Marian C of Fond Du Lac	4,610	5,270	0
Marquette U	5,646	6,026	0
Mid-State Tech Inst	677	900	5,400
Milwaukee Inst of Art and Design	3,800	5,050	0
Milwaukee Sch of Engr	6,060	6,470	0
Moraine Park Tech Inst	705	900	5,406
Mount Mary C	4,515	4,840	0
Mount Senario C	4,200	4,200	0
Nicolet C Tech Inst	653	1,100	2,745
North Central Tech Inst	691	900	5,406
Northeast Wis Tech Inst	775	900	5,406
Northland C	5,395	5,700	0
Northwestern C	1,712	1,804	0
Ripon C	8,200	8,942	0
Saint Norbert C	5,895	6,545	0
Silver Lake C	4,400	4,600	0
Stratton C	4,320	4,320	0
SW Wis Voc-Tech Inst	700	900	5,406
Viterbo C	4,750	5,180	0
Waukesha Co Tech Inst	683	900	5,406
Western Wis Tech Inst	683	900	5,406
Wis Indianhead Voc Tech and Adult Ed Dist	826	900	5,406
Wisconsin Lutheran C	4,440	4,770	0
Wis Sch of Electronics	4,140	4,320	0
WYOMING			
Casper C	420	506	840
Central Wyoming C	432	468	840
Eastern Wyoming C	360	450	840
Laramie County CC	445	533	840
Northwest CC	460	570	840
Sheridan C	440	562	840
U of Wyoming	721	779	1,663
Western Wyoming CC	400	464	840
PUERTO RICO			
American C of PR	1,500	1,800	0
Antillian C	1,814	2,122	0
Bayamon Central U	1,510	1,510	0
Caguas City C	2,350	2,350	0
Caribbean U C	1,425	1,965	0
Catholic U of PR	1,701	1,815	0
Consv of Music of PR	210	150	0
Electronic Data Processing C*	1,845	1,974	0
Fundacion Ed Mendez			
C U Metropolitano	1,550	1,550	0
Puerto Rico JC	1,560	1,560	0
Inst Comercial PR JC	1,800	2,263	0
Inter American U of PR			
Metropolitan	1,650	1,650	0
Regional C's	1,770	1,980	0
San German	1,650	1,650	0
Ramirez C of Business and Tech	2,100	2,165	0
Tech C of Municipality of San Juan	620	620	0
U Polytech of Puerto Rico	2,430	2,670	0
U of Puerto Rico			
Cayey U C	527	527	0
Humacao U C	533	565	0
Mayaguez	527	527	0
Med Sciences	660	660	0
Rio Piedras	527	545	0
Aguadilla Regional C	383	525	0
Arecibo Tech U C	377	377	0
Bayamon Tech U C	377	552	0
La Montana Regional C	377	377	0
Carolina Regional C	397	397	0
Ponce Tech U C	377	377	0
U of the Sacred Heart	1,754	1,904	0

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News Summary

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Articles on inside pages

Biologists are considering a crash program to determine the sequence of all the nucleotide pairs in the human genome. Story on Page 32.

The Rev. Charles Curran has vowed to challenge the Vatican's order barring him from teaching theology at Catholic University. Story on Page 44.

The nation's governors have called on all colleges to begin programs to measure what undergraduates learn. Story on Page 70.

The tax-reform plan approved by House and Senate negotiators would have widespread effects on college campuses. Story on Page 70.

Students could face long delays in obtaining federally guaranteed student loans because of Congress's dilatory action on a compromise higher-education bill. Story on Page 71.

The Ford Foundation is taking stock of its activities—even while it is "on a roll," in the words of its president, Franklin Thomas. Story on Page 56.

Emory University has had to scramble to find housing for 300 extra students. Story on Page 104.

Walter Byers says he will retire in two years as executive director of the N.C.A.A. Story on Page 112.

The heads of five universities in South Africa have called on the government to end the current state of emergency. Story on Page 119.

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A PRINCE BUT NO PRESIDENT

As Harvard Marks Its Birthday This Week, U.S. Higher Education Enters Its 351st Year

By ZOË INGALLS

CAMBRIDGE, MASS.

American higher education marks its 350th birthday this week as Harvard University, the nation's oldest, celebrates its founding in 1636.

The university has tried to plan a relatively modest "family" celebration, but officials acknowledge that they face the dilemma of the family of the bride who are determined to keep the wedding small. Prince Charles of Great Britain will be there; President Reagan, presumably miffed because a number of faculty members opposed his receiving an honorary degree, will not.

"Year of the Money Scramble," a special section on new complexities in financing higher education, begins on Page 4.

Harvard at 350 has achieved the stature of what the sociologist David Riesman calls a "national monument." To a degree unmatched anywhere else, Harvard's graduates and faculty members and presidents—a "long winding train reaching back into eternity," said Ralph Waldo Emerson—have over 350 years left their impress on every aspect of society, from the arts and sciences to government and education.

Among its living undergraduate and graduate alumni: William J. Bennett, Leonard Bernstein, Daniel J. Boorstin, Archibald Cox, Elizabeth Dole, Hanna H. Gray, Elizabeth Holtzman, Edward M. Kennedy, Yo Yo Ma, Norman Mailer, Ralph Nader, Howard Nemerov, Paul Sa-

Continued on Page 65, Column 1

Workers pitch a tent in Harvard Yard in preparation for the university's celebration of its 350th anniversary.

MICHAEL QUAN, HARVARD UNIVERSITY NEWS OFFICE

Promising Young Scholars Now in Demand for Academic Jobs

By BEVERLY T. WATKINS

The promising young scholar, squeezed out of a traditional faculty career for the last decade by a depressed academic job market, is suddenly in demand.

Many universities, worried by projections that one-third of the professoriate will have to be replaced over the next decade, are offering liberal-arts scholars such inducements as higher starting salaries, improved research facilities, money for travel and research, and promises that tenure will be available.

Even with such efforts, many university officials worry that they will have trouble attracting the brightest members of a generation enticed by lucrative professional and high-technology careers.

At the same time, some universities see the need to recruit not as a problem but as an opportunity to adapt their faculties to changes in the academic disciplines.

Not all universities will be equally affected, and some may completely escape serious dislocations. But some administrators have already begun to recruit young academics with new arts-and-sciences doctorates as replacements for professors who won't leave for another five or ten years. Those administrators fear that competition will only get worse and top-quality scholars will soon be in short supply.

Who will make up tomorrow's faculties? Record numbers of women are in graduate schools but relatively few blacks are. Stories in next week's issue of *The Chronicle*.

"I'm trying to get everyone to understand that the future is now," says Ira Michael Heyman, chancellor of the University of California at Berkeley. "The trick, clearly, is to start hiring in 1987 against what we will need in the 1990's. That way we won't have to scrape barrels we don't want to scrape."

Right now, the nation's most prestigious institutions are looking for assistant professors who will be qualified to move up the academic ladder into tenured positions that will become available when senior professors depart.

At Berkeley, which expects about 45 per cent of its letters-and-sciences faculty to retire by 2005, some administrators are borrowing against a pool of unfilled faculty positions, usually held in reserve for tem-

Continued on Page 48, Column 1

Senate Panel Would Cut Fulbrights

By CAROLYN J. MOONEY

WASHINGTON

Twenty-five per cent fewer Fulbright scholarships would be awarded to students in fiscal 1987 under a bill approved by the Senate Appropriations Committee.

The committee approved $120 million to run the Fulbright and other exchange programs, for which President Reagan had asked $166-million and the House had approved $144.4-million. The full Senate is scheduled to vote on the bill this month.

The exchange program was one of several cut by the Senate panel, which voted to make fighting drug-related crime its top priority. By a 10-to-10 tie, committee members rejected an amendment by Sen. Dale Bumpers, an Arkansas Democrat, that would have added $15-million to the Fulbright program. If approved, that money would have been taken from the National Endowment for Democracy, in effect stripping the controversial organization of its federal funds for next year.

Senator Bumpers plans to offer the same amendment to the full Senate. He said he was acting partly to carry on a state tradition, since it was former Arkansas Sen. J. William Fulbright who founded the program 40 years ago. "We do have a provincial interest in the program," Mr. Bumpers said. "But it's also a very effective exchange program."

Backed by White House

The White House agrees. It has been pushing for more money for scholarly exchanges, mainly because it says the Soviet Union is aggressively courting scholars from developing nations.

In recent years, exchanges have become increasingly attractive to Administration officials and members of Congress as a way to promote American democratic and economic ideals. Congress reversed a trend of declining funds for Fulbright scholarships in 1982, when it voted to increase appropriations gradually in order to double them by 1986. Congress has regularly approved increases since then, and the program in Central America in particular has been significantly expanded.

This year, however, neither the House nor the Senate measure is sufficient to continue the programs at current levels, said Mark Blitz, associate director of the United States Information Agency, which administers the Fulbright, international-visitor, and other exchange programs. He estimated the agency needs $157-million to keep pace with inflation.

"The Senate figure would mean a substantial cut in programs, meaning 25 per cent fewer awards," he said. "We're hoping we can at least receive something closer to the House figure."

Norman Peterson, executive secretary of the Liaison Group for International Educational Exchange, a non-profit advocacy organization for exchange programs, said the proposed cuts were especially disappointing since this year marks the 40th anniversary of the Fulbrights. He and other supporters of international education have embarked on a letter-writing campaign urging legislators to restore Fulbright funds.

Arkansas's other senator, Democrat David Pryor, noted in a recent letter to members of the Senate Appropriations Committee that if the United States did not offer more scholarships to foreign students, the Soviet Union would become the dominant educator of students from developing countries.

This year, some 92,000 foreign students took part in exchange programs paid for by the Soviet Union and Eastern European nations, his letter noted. In comparison, only about 15,000 foreign students studied under American exchange programs, including 3,000 who had Fulbright scholarships and 12,000 who received aid from the U.S. Agency for International Development.

Mr. Pryor also noted that 33 foreign heads of state and 378 cabinet ministers had taken part in U.S.-sponsored exchange programs, either as visitors or as students, according to a recent study.

"We can try to impose democracy through force, diplomacy, or propaganda, but the most effective way is through example," his letter stated. "The Soviets and their satellites have no doubts about the effect of this approach."

Mr. Fulbright, a feisty, 81-year-old lawyer and lecturer who lives here, said he appreciated his successors' efforts, even though it was Mr. Bumpers who defeated him 12 years ago. Said Mr. Fulbright of Senators Bumpers and Pryor: "They're no rednecks."

Acknowledging that exchanges are viewed by some as a luxury, Mr. Fulbright retorted: "What's more luxurious than the kind of superfluous weapons systems we're building?"

Along with the proposed budget cuts, meanwhile, the Fulbright program faces yet another setback—under the new tax-reform package awaiting approval by Congress and the President, scholarship awards would be partially taxed.

Because of the new levy, the government would probably give students larger awards to offset the decrease in the value of the scholarship. That would mean fewer students would be able to receive the awards, the U.S.I.A.'s Mr. Blitz speculated.

Estimates Released of Potential Cuts in College Aid

Fiscal 1987 reductions would be required if Congress fails to deal with budget deficit by October 1

WASHINGTON

Federal spending on most higher-education and other domestic programs would be cut by 7.6 per cent in fiscal 1987 if legislation to reduce the deficit is not enacted this month.

The Department of Education would have to slice more than a billion dollars from its budget. The National Institutes of Health would have to cut spending by about $400-million.

The Gramm-Rudman-Hollings deficit-reduction law requires across-the-board cuts to take effect on October 1 if Congress and the President fail to agree on a way to reduce the deficit to $154-billion. (The law calls for the deficit to be cut to $144-billion, but reductions are required only when the deficit exceeds $154-billion.) So far, Congress has not approved legislation that would cut the deficit that much, but it is expected to do so.

The Congressional Budget Office and the Office of Management and Budget have released an estimate of how every federal agency would be affected by the cuts if Congress doesn't act. Their predictions are based on present spending patterns, because no appropriations laws for fiscal 1987 have been enacted yet. (For details of how higher education would be affected, see table below.)

The budget law requires most federal programs to be trimmed by a proportionate amount when the deficit target is not met. Defense-related activities would have to be cut by 5.6 per cent and other programs by 7.6 per cent, according to budget officials. Most political experts expect that the across-the-board cuts will be avoided, so the estimated reductions are viewed as a worst-case scenario.

Because the Supreme Court has thrown out the law's mechanism for making the reductions automatically, Congress would have to vote on them.

With elections only two months away, few members of Congress will want to be blamed for allowing the across-the-board reductions to take effect.

	Fiscal 1986 budget	Proposed cut
Department of Education		
Student assistance		
Pell Grants	$3,432,262,000	$260,851,000
Supplemental Grants	394,762,000	30,002,000
College Work-Study	567,023,000	43,094,000
State Student Incentive Grants	72,732,000	5,528,000
National Direct Student Loans	208,626,000	15,855,000
Guaranteed Student Loans	3,259,975,000	22,805,000
Graduate support		
Graduate and professional opportunities	11,245,000	855,000
Public-service fellowships	2,393,000	182,000
National graduate fellowships	2,393,000	182,000
Institutional assistance		
International education	30,671,000	2,331,000
Cooperative education	13,781,000	1,047,000
Veterans Cost of Instruction	2,871,000	218,000
Interest subsidies for facilities	22,490,000	1,709,000
Facilities construction grants	19,570,000	727,000
Facilities loans and insurance	17,891,000	688,000
Law School Clinical Experience	1,435,000	109,000
Aid to disadvantaged		
Developing institutions	135,136,000	10,270,000
College-aid migrant programs	1,148,000	87,000
Minority Institutions Science Improvement	4,785,000	364,000
Programs for disadvantaged students	168,786,000	12,829
Legal Training for the Disadvantaged	1,435,000	109,000
Bilingual education		
Training grants	32,121,000	2,441,000
Bilingual vocational training	3,527,000	268,000
Library resources		
Research libraries	5,742,000	436,000
Training and demonstration	957,000	73,000
Education for the handicapped		
Postsecondary programs	5,264,000	400,000
Research and development	16,080	1,222,000
Personnel development	61,154,000	4,648,000
Rehabilitation training	25,836,000	1,963,000
National Institute of Handicapped Research	41,983,000	3,190,000
Education research and statistics	56,999,000	4,332,000
Fund for the Improvement of Postsecondary Education	12,163,000	924,000
Office for Civil Rights	42,704,000	3,173,000
Women's educational equity	5,741,000	436,000
Science and math education	43,057,000	3,273,000
Vocational education	813,113,000	61,820,000
Adult education	97,579,000	7,416,000
Arts and Humanities		
National Endowment for the Arts	158,538,000	12,049,000
National Endowment for the Humanities	134,582,000	10,228,000
Institute of Museum Services	20,474,000	1,556,000
National Archives and Records Administration	97,004,000	7,372,000
Department of Defense		
Basic research	874,300,000	Unavailable
Department of Energy		
General science	655,928,000	49,851,000

Notes: Estimates are from the President's Office of Management and Budget and the Congressional Budget Office. Education Department officials provided the figures for that agency. Some reductions may not equal 7.6 per cent due to technical provisions of laws governing individual programs.

	Fiscal 1986 budget	Proposed cut
Department of Health and Human Services		
National Institutes of Health		
Library of Medicine		
Research	$15,792,000	$ 1,200,000
Education and training	39,485,000	3,001,000
International Center	10,907,000	829,000
Institute on Aging		
Research	144,069,000	10,949,000
Education and training	5,566,000	423,000
Institute of Child Health & Human Development		
Research	293,394,000	22,298,000
Education and training	14,367,000	1,092,000
Research resources		
Research	291,313,000	22,140,000
Education and training	1,106,000	84,000
Cancer Institute		
Research	1,172,442,000	89,106,000
Education and training	31,426,000	2,388,000
Institute of General Medical Sciences		
Research	435,711,000	33,114,000
Education and training	56,702,000	4,309,000
Institute of Environmental Health		
Research	180,550,000	13,722,000
Education and training	8,345,000	634,000
Heart, Lung, and Blood Institute		
Research	779,142,000	59,215,000
Education and training	42,537,000	3,233,000
Institute of Dental Research		
Research	93,830,000	7,131,000
Education and training	4,942,000	376,000
Inst. of Diabetes & Digestive & Kidney Diseases		
Research	517,964,000	39,365,000
Education and training	26,330,000	2,001,000
Institute of Allergy and Infectious Diseases		
Research	355,378,000	27,009,000
Education and training	11,383,000	865,000
Inst. of Neurological & Communicative Disorders		
Research	401,309,000	30,499,000
Education and training	13,172,000	1,001,000
Eye Institute		
Research	181,358,000	13,783,000
Education and training	5,255,000	399,000
Total N.I.H.	5,271,190,000	400,610,000
Alcohol, Drug Abuse, & Mental Health Admin.		
Research	396,408,000	30,127,000
Education and training	39,237,000	2,982,000
Health-professions education and training	206,103,000	15,664,000
National Science Foundation		
Science and engineering education	53,161,000	4,040,000
Research	1,294,060,000	98,349,000
Total N.S.F.	1,458,329,000	110,833,000
Department of Agriculture		
Cooperative state research service	276,146,000	20,987,000
Extension service	328,009,000	24,929,000
Environmental Protection Agency		
Research and development	210,793,000	16,020,000
Miscellaneous		
Peace Corps	124,410,000	9,455,000
Equal Employment Opportunity Commission	157,905,000	12,001,000
Postal subsidies for non-profit organizations	715,836,000	54,404,000
U.S. Information Service educational and cultural exchanges	134,458,000	10,219,000
Veterans' readjustment benefits	438,784,000	33,348,000

Number of Blacks Taking SAT Drops 5 Pct. in 5 Years

NEW YORK

The number of black high-school seniors participating in the College Board's Admissions Testing Program declined 5 per cent from 1980 to 1985, and the number of whites declined 4 per cent.

That finding came on the heels of federal survey data showing that the enrollment of blacks in colleges and universities had dropped 3.3 per cent from 1980 to 1984 (*The Chronicle*, July 23).

The College Board, in its fifth annual profile of college-bound students, said blacks constituted 8.9 per cent of the nearly 900,000 high-school seniors who took its admissions tests in 1984-85—a group representing slightly more than half of all graduating seniors who were planning to attend college full time.

All other ethnic minorities showed increases over the previous five years in the number of students taking the tests, the board reported. The data reflected gains of 48 per cent for Asian-Americans, 26 per cent for Mexican-Americans, 11 per cent for Puerto Ricans, and 2 per cent for American Indians, the board said.

The report was based on voluntary responses to a questionnaire provided to all registrants for the board's Scholastic Aptitude Test, Achievement Tests, and Test of Standard Written English.

As in the past, the survey for 1985 found that whites had received higher overall S.A.T. scores than had each of the minority groups. However, a comparison over five years showed that several minority groups had recorded greater gains than had whites.

Puerto Ricans gained a combined total of 33 points on the verbal and mathematics sections of the test from 1980 to 1985; blacks gained 32 points; and Mexican-Americans, 23 points. Those increases compared with gains of 15 points for whites, 6 points for Asian-Americans, and 4 points for American Indians.

Nationwide, verbal scores averaged 431 on the S.A.T.'s scale of 200 to 800, and mathematics scores averaged 475. The scores marked the sixth straight year in which the combined totals rose or remained the same, following a 17-year decline.

The survey continued to show a strong relationship between test scores and parental income, both for whites and for minority groups. Among blacks, for example, median S.A.T. totals were 131 points higher for students whose parents earned at least $50,000 than for those whose parents earned $18,000 to $23,999. Among whites, the difference for the same income categories was 89 points.

Similar correlations were found between test scores and parents' education, and between test scores and the number of years that students had studied English, mathematics, and other major academic subjects in high school.

Solomon Arbeiter, the board's associate director of research and development and a co-author of the report, said the most striking statistic to him was one showing that 70 per cent of all Asian-American 18-year-olds took the S.A.T. or achievement tests, compared with 30 per cent of whites and 28 per cent of all students.

The other author of the report was Leonard Ramist, director of summary-reporting and validity-study services for College Board programs at the Educational Testing Service.

The report is the last one in a series that began in 1981, when, after refusing to do so for many years, the College Board agreed to publish detailed comparisons of its test takers according to race. The next report will be based on a revised and more comprehensive questionnaire, Mr. Arbeiter said.

Copies of the latest report, *Profiles, College-Bound Seniors, 1985*, are available for $5 each from the College Board, 45 Columbus Avenue, New York 10023-6917.

—ROBERT L. JACOBSON

Average SAT Scores by Ethnic or Racial Group, 1976-85

	Verbal										Mathematics									
	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
American Indians	388	390	387	386	390	391	388	388	390	392	420	421	419	421	426	425	424	425	427	428
Asian-Americans	414	405	401	396	396	397	398	395	398	404	518	514	510	511	509	513	513	514	519	518
Blacks	332	330	332	330	330	332	341	339	342	346	354	357	354	358	360	362	366	369	373	376
Mexican-Americans	371	370	370	370	372	373	377	375	376	382	410	408	402	410	413	415	416	417	420	426
Puerto Ricans	364	355	349	345	350	353	360	358	358	368	401	397	388	388	394	398	403	403	405	409
Whites	451	448	446	444	442	442	444	443	445	449	493	489	485	483	482	483	483	484	487	490
Others	410	402	399	393	394	388	392	386	388	391	458	457	450	447	449	447	449	446	450	448
All	**431**	**429**	**429**	**427**	**424**	**424**	**426**	**425**	**426**	**431**	**472**	**470**	**468**	**467**	**466**	**466**	**467**	**468**	**471**	**475**

Median SAT Scores by Race and Family Income, 1985

	Black students			White students			All students		
Family Income	Total	Verbal	Mathematics	Total	Verbal	Mathematics	Total	Verbal	Mathematics
Under $6,000	12.9%	298	330	1.8%	415	450	3.6%	350	395
$6,000-$11,999	21.0%	310	340	5.4%	420	452	7.9%	376	418
$12,000-$17,999	18.9%	327	351	8.6%	424	459	10.2%	398	439
$18,000-$23,999	14.8%	340	366	11.6%	429	468	12.1%	413	453
$24,000-$29,999	9.2%	351	376	12.2%	434	478	11.7%	427	469
$30,000-$39,999	10.6%	361	381	20.1%	440	488	18.6%	434	482
$40,000-$49,999	6.4%	378	397	14.7%	450	500	13.4%	446	496
$50,000 and over	6.3%	407	430	25.6%	467	519	22.6%	465	517

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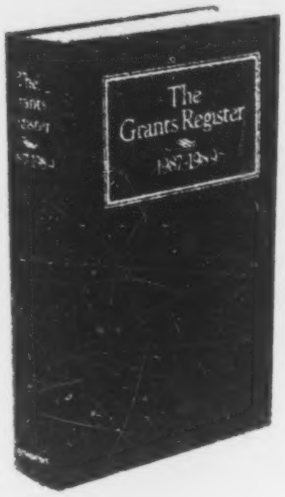

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News Summary

This issue is in two parts. A calendar of events in academe in the fall and winter of 1986-1987 will be found in a pull-out section following Page 40.

Articles on inside pages

Research shows that aging is often a gratifying experience, sociologists say. Story on Page 4.

Psychologists should pay more attention to evidence and less to ideology in their research, a social-science panel says. Story on Page 4.

Tax-reform legislation would have an impact on loans for educational expenses and scholarship aid to students. Stories on Page 11.

This fall's ballots in several states contain proposals that could mean cuts in spending on higher education. Story on page 11.

Harvard University celebrated its 350th birthday with entertainment and ceremony. Story on Page 40.

A Harvard alumnus criticizes some of the university's financial policies and procedures in a new book. Story on Page 19.

The head of Harvard's liberal student paper is supporting similar publications for other campuses. Story on Page 27.

Corporate executives want to spread the word that the liberal arts provide good preparation for business careers. Story on Page 42.

Developing countries subsidize higher education at the expense of primary education, a World Bank report says. Story on Page 35.

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TOMORROW'S PROFESSORIATE

Women Flock to Graduate School in Record Numbers, but Fewer Blacks Are Entering the Academic Pipeline

Minorities and Women in Graduate School

	1976-77	1984-85	Change
Blacks	65,352	52,834	− 19.2%
Hispanics	20,274	24,402	+ 20.4%
Asians	18,467	28,543	+ 54.4%
Women	467,155	503,525	+ 7.8%

Note: Figures include U.S. citizens only.

SOURCE: CENTER FOR STATISTICS, U.S. DEPARTMENT OF EDUCATION

Blacks

By SCOTT HELLER

If ever there were a time for colleges and universities to increase the number of minority-group members on their faculties—especially blacks—this is it.

Chances are it won't happen.

Instead, the new generation of professors that will oversee America's college classrooms by the year 2000 could be as homogeneous as previous generations, even though, in some states, the majority of students they teach will come from minority groups.

One-third or more of the professoriate will have to be replaced by the end of the century. In the process, many college and university officials would like to remedy the present dearth of minority-group members.

Yet when they look ahead at the potential pool of applicants—the graduate students who are now entering doctoral programs—they see fewer members of certain underrepresented minority groups.

Graduate deans and affirmative-action officers call it "the pipeline problem," and it's getting worse.

"We have the potential for achieving parity for minority faculty, but if we don't

Continued on Page 24, Column 1

Women

By LIZ McMILLEN

No one in academe has more potential for advancement today than young female scholars. But some observers fear the potential may not be realized.

Women are flocking to graduate school in record numbers, and many are specializing in fields that were dominated by men a dozen years ago. Today, women are earning one-third of all the doctoral degrees awarded.

As a result, when higher-education institutions look for replacements for the large number of senior professors who will retire within the next 15 years, plenty of female faculty members will be available.

Many academic administrators consider the future job market a "golden opportunity" for universities to increase the representation of women on their faculties. That

Continued on Page 25, Column 1

White Campuses in South Africa Fear New Levels of Violence

By HELEN ZILLE

CAPE TOWN

A day-long series of confrontations between student protesters at the University of the Witwatersrand and South African police has raised the threat of new levels of violence on the country's predominantly white, English-language campuses.

"We have not previously experienced the deliberate provocation of a police response through stoning of police and vehicles in the street," R. W. Charlton, a deputy vice-chancellor, said last week. "This could escalate in a way that would be entirely unmanageable if we do not stop it."

The conflict erupted after some 600 students attended a campus meeting organized by the Black Students Society to mourn the deaths of between 20 and 30 residents of Soweto, the black township near Johannesburg.

Students Stone Police

Most of the dead had been shot by police during confrontations sparked by resistance to the eviction of tenants who were participating in a politically motivated "rent boycott" campaign. One member of the Soweto council, seen by many blacks as a body that is a puppet of the white government, was hacked to death by the angry crowd.

After the commemorative meeting, about 200 students attempted to march down a main public road adjacent to the university, thus attracting police attention. In the incidents that followed during the course of the day, students stoned the police, who repeatedly charged onto the campus, using sjamboks—short whips—to disperse groups of protesters.

In a separate incident, a group of students punched and stoned the president of a conservative organization, the National Student Federation, which has generated deep resentment among black students at South Africa's predominantly white, English-language universities. The president, Philip Powell, is a student at the University of Natal's campus in Pietermaritzburg. He was observing events at Witwatersrand.

In another incident, a student, Kevin Todes, fired a shot at a group of demonstrators, some of whom had stoned his car as he attempted to drive away from the scene of the protest. A student leader who witnessed the incident said Mr. Todes had driven "rather aggressively" through the crowd in an attempt to move his vehicle.

No one was injured, but the shot sparked "general panic," according to a statement by the university's vice-chancellor, Karl Tober, detailing the day's events.

"The police then fired a tear-smoke canister and moved on to the campus," Mr. Tober said.

Mr. Charlton and other university officials intervened and negotiated a police withdrawal from the campus in an attempt to avoid further conflict.

Protesting students then discovered that Mr. Powell of the National Student Feder-

Continued on Page 37, Column 1

About 400 Freshman Athletes in Big-Time Sports Are Ineligible to Compete Under New Rules

By CHARLES S. FARRELL

About 400 freshmen at colleges with big-time sports programs are ineligible to play football or basketball this year because they did not meet the National Collegiate Athletic Association's new academic requirements—more than 10 per cent of the incoming freshman players at institutions in the association's Division I, according to most estimates.

An overwhelming majority of the ineligible players are black.

The estimate is based on surveys conducted by several newspapers, including the New York *Times*, *USA Today*, the *Daily Oklahoman*, and the Dallas *Times Herald*.

The N.C.A.A. will compile official figures later in the academic year.

Most observers are not surprised by the numbers, which represent about 10 per cent of all freshman football players and about 13 per cent of all freshman players in men's basketball, according to the newspapers' figures.

With a few notable exceptions, most institutions are permitting the ineligible players to accept athletic scholarships, although they will not be allowed to play or practice with their teams and will lose a year of sports eligibility.

After a trying summer, the University of Maryland's chancellor says he has learned a lot about his role in athletics. Page 30.

The new standards require freshman athletes to have a 2.0 grade-point average in a high-school core curriculum of 11 academic courses, plus a score of at least 700 on the combined Scholastic Aptitude Test or 15 on the American College Testing Program's examination, to be eligible for competition. The full effect of the rules is being

Continued on Page 34, Column 1

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Fewer Blacks Are Entering the Academic Pipeline

Continued from Page 1

have the faculty there to hire, then the chance will be lost," warns Reginald Wilson, director of the Office of Minority Concerns at the American Council on Education. "Unless there is a substantial change in the production of black and Hispanic Ph.D.'s, that parity won't be achieved."

Blacks made up 4 per cent of the nation's faculty members in 1983, down from 4.3 per cent in 1977, according to a forthcoming report by the council. Hispanics accounted for 1.8 per cent, and Asians 3.5 per cent.

According to the Department of Education's Center for Statistics, blacks made up 4.8 per cent of graduate-school enrollments in 1984, down from 6 per cent in 1976.

In the same period, the proportion of Hispanics rose from 1.8 to 2.2 per cent, although it has leveled off recently. The proportion of Asians was up—from 1.7 to 2.6 per cent.

The number of blacks earning doctorates has held steady through the 1980's, according to the National Research Council. In 1985, 909 black Americans received Ph.D.'s, compared with 20,641 whites. In addition, doctorates were awarded to about 500 blacks from other countries.

Few of those degrees, however, were awarded in the natural or physical sciences, where the shortages of faculty members are most severe—and where academe must compete with high-paying industry for talent. More than half of the degrees were earned in education.

Moral and Social Support

Recognizing that today's graduate student is tomorrow's professor, some institutions have begun working to convince minority-group members that faculty careers will, in the future, be prestigious, rewarding, and available.

Their efforts center on increased financial support in the form of graduate and postdoctoral fellowships. They are also becoming more sensitive to the moral and social support needed to encourage such students to persevere through a completed degree.

In their book *American Professors: A National Resource Imperiled*, Howard R. Bowen and Jack H. Schuster call for a wide-ranging national fellowship program to identify and support minority students interested in academic careers.

"Unless this is done," they write, "affirmative-action policies, even if carried out in good faith by campuses, will be inadequate to prevent serious erosion in the numbers and quality of minorities in the academic profession."

No such program has been created, and affirmative-action officers widely bemoan the lack of national leadership on the matter. Still, they do see signs of hope in model programs, consortium arrangements, and foundation support.

Receiving high praise is the McKnight Foundation's Black Doctoral Fellowship Program, which provides $15,000 in annual support to each of 25 black students seeking to attend doctorate-granting institutions in Florida. The program emphasizes study in the arts and sciences, business, and engineering.

The success of the program, which began in 1984, has been immediate, according to its executive director, Israel Tribble. While Florida's public institutions have produced one black engineering Ph.D. in the last five years, he says, the McKnight program is now sponsoring 11 students in engineering programs.

"That is the kind of consistent output that will make a difference, at least in the pool" of minority Ph.D.'s, says Mr. Tribble. "I can't guarantee that higher ed is going to hire them all, because I don't know if higher ed is willing to match their offers from private industry."

Support for the fellowship program, as well as for several other programs sponsored by the Minnesota-based foundation, will shift to the Florida state government in 1987. By then the program's endowment will exceed $15-million.

Legislatures in Connecticut, Michigan, and New Jersey have made money available for new graduate fellowships, as well. New Jersey's Minority Academic Career Program is seen as a model, because it forgives students one-quarter of their loans for each year they teach in the state after receiving their degree.

Says an enthusiastic Mr. Wilson: "They're trying to build professors. They're not just trying to build Ph.D.'s."

Last year the Ford Foundation and the National Research Council announced a $9-million fellowship program to support 120 minority-group doctoral candidates over a five-year period. The fellowships will include an annual stipend of $10,000 and an additional $6,000 for tuition and fees.

The foundation continues to support a postdoctoral program to help those and other students become more competitive for top faculty jobs.

"The postdoctoral program helps minority scholars who have already embarked upon academic careers," says Franklin A. Thomas, the foundation's president. "Our new program moves farther back along the educational pipeline."

Such programs join such well-established federal efforts as the Department of Education's Graduate Professional Opportunities Program, and those supported by the National Science Foundation in such fields as environmental biology and engineering.

Exchanging Names

Individual universities and consortia are investigating the issue as well, beginning by exchanging the names of promising minority doctoral students. Interest is high in California, where minority-group members are expected to outnumber whites by the the turn of the century.

The University of California has "come to grips with the realization that the next couple of decades will provide the first opportunity that American universities will have to change the demographic profile of the faculty," says Michele W. Zak, director of faculty development and affirmative action. "We look at that and look at the profile of the Ph.D.'s, and we realize that we'll lose that opportunity unless we take very specific actions in the near future."

The system expects more than 6,000 faculty retirements by 2004, Ms. Zak says. To insure that minority-group members are among the new professors hired as replacements, this fall the university will put into effect the Academic Career Development Program to encourage young, minority scholars to consider faculty careers.

MC KNIGHT FOUNDATION

Israel Tribble: "Most black students, unless they come from a very affluent family, don't know anything about graduate school."

AMERICAN COUNCIL ON EDUCATION

Reginald Wilson: "They're trying to build professors. They're not just trying to build Ph.D.'s."

The system will identify talented college juniors and seniors and alert them to the opportunities in graduate education.

Faculty mentors will try to publish jointly with graduate students and urge them to stay visible within the discipline—anything, Ms. Zak says, "to help develop attractive candidates for that ultimate faculty position."

"What we're hoping," she adds, "is that we will identify students at age 19 and 20 and provide the constant support and mentoring that will keep them going through the whole grind."

Since 1978, the Committee on Institutional Cooperation, made up of representatives from the Big 10 universities plus the University of Chicago, has sponsored a fellowship program that has helped support 330 minority students through graduate programs in science, engineering, and mathematics.

"There is something of a growing sense of crisis about minority faculty within our institutions—that the levels, instead of growing, are slipping a little bit," says Roger G. Clark, executive director of the committee. "This is not a recruiting device for our institutions' faculty. But the larger the national pool, the more our own institutions will get."

The fledgling National Consortium for Educational Access intends to identify minority undergraduates at 26 historically black colleges and help support them through Ph.D. programs at nine research universities. Located mostly in the South, the research institutions are Atlanta University, Duke University, the University of Georgia, Georgia Institute of Technology, Howard University, the University of Massachusetts at Amherst, the University of North Carolina at Chapel Hill, the University of Pittsburgh, and Texas Southern University.

The consortium will also recruit black professors without doctorates from the historically black campuses and place them in Ph.D. programs at the research institutions. It will provide them with $5,000 a year in addition to the fellowships sponsored by their universities. Support for undergraduates entering the program will total $3,000 a year.

In 1985-86, eight professors and three students began doctoral programs through the consortium. This year the consortium has identified 177 students with good grades and forwarded their names to the graduate institutions. The goal is to enroll at least 25 students and 10 faculty members in fall 1987, says Leroy Ervin, who directs the program from the University of Georgia.

While the program is designed to "strengthen and preserve" the historically black colleges, it will in the long run increase the pool of potential black professors for institutions nationwide, Mr. Ervin says.

Professors who emerge with doctorates, he adds, will "turn out a better undergraduate, and more of those students will ultimately be accepted into better graduate programs."

A Cyclical Endeavor

Trying to increase the number of minority professors is a cyclical endeavor. Yet, some recruiters say, the challenge means going further back in the pipeline—to high school and to families.

"Most black students, unless they come from a very affluent family, don't know anything about graduate school," explains Mr. Tribble of the McKnight program. "They don't know that no one in this country pays the full costs to get a Ph.D.

"When they're asked, 'What about getting a Ph.D.?' they think about all the debt they already have and the debt they're going to have, and say, 'No, I can't handle that.' "

He adds: "You've got to try to tell them, 'You are not limited to just your teaching salary. There will be consulting opportunities out there.' You've got a real educational job to do on a lot of our students to tell them what graduate school is all about."

Ms. Zak of the University of California believes that higher education must be more sensitive to the sacrifices made by minority students who select academic careers.

"There's a real problem with young people from socioeconomically deprived circumstances, whom we're asking to turn their backs on their cultures," she says. "The academic community has to offer them an alternative community, an alternative system of support."

Without such efforts—both financial and personal support—higher education will have failed to meet one of its major challenges, says Ms. Zak.

"What's this country going to look like in the next couple of decades if we have a population that's 55 or 60 per cent non-white, and all the educated people, all the leaders, are white?" she says.

"We're going to have a serious sense of social dislocation. In higher education we can't just say, 'What if?' "

Women Go to Graduate School in Record Numbers

Continued from Page 1

DOUGLAS GORALSKI

Mary Gray: "I strongly suspect that there won't be any great influx of women in the 90's."

goal takes on added importance, they say, because the majority of undergraduate students are now female.

However, lingering sexual bias in hiring and promotion decisions, as well as a shortage of women with doctorates in scientific fields, may cloud the promise that women may achieve parity.

"I strongly suspect that there won't be any great influx of women in the 90's," says Mary W. Gray, professor of mathematics, statistics, and computer sciences at American University and president of the Women's Equity Action League. "The last time there was a big surge of hiring in the 60's and 70's, women were not hired in numbers equal to their proportion. I'm not overly optimistic that it will happen this time."

"It's not a *fait accompli*," adds Sandra K. Norton, dean of the School of Arts and Sciences at Eastern Connecticut State University. "Administrators have to begin making preparations now for enriching the teaching faculty. We haven't really considered it."

A nagging concern for many academics is whether women will be hired for choice tenure-track positions, and, later, promoted to full professor. They worry that the present hiring pattern will continue.

Today, women tend to be concentrated in the academic "proletariat"—in part-time, temporary, and non-tenure-track appointments. Nationally, they make up 27.5 per cent of the full-time faculty and only 11.4 per cent of the full professors, according to the U.S. Department of Education's Center for Statistics.

"My question is, How many of the retiring faculty members will be replaced by part-timers?" says Bernice R. Sandler, director of the Association of American Colleges' Project on the Status and Education of Women. "We may see an influx of women but not into the right positions.

"What may happen depends on how many men are looking for jobs," Ms. Sandler adds. "If academe is not seen as a good place for men, then women's chances will be better."

Says Ms. Gray, "There's a tendency on the part of those who do the hiring to reproduce themselves. It was mostly white males who were hired in the boom days. Some are not terrifically committed to affirmative action."

Undersupply in Some Fields

Increasingly, academic administrators worry that faculties in some disciplines will remain mostly male. In such fields as mathematics, the physical sciences, and engineering, the undersupply of women with doctorates is critical.

"Over all, the picture for women looks pretty good, but when you look at specific fields, it's pretty bleak," says Marsha Lakes Matyas, project director of the Women in Science program of the American Association for the Advancement of Science. "You can almost count on your fingers the women in chemistry, physics, and engineering."

To attract talented young women into these fields, universities are offering fellowships and special research awards, as well as moral support through "mentorship" programs. They are also trying to change women's attitudes about mathematics and science at the junior- and senior-high-school levels.

Some efforts are paying off.

According to the Center for Statistics, the number of women in graduate school is now comparable to the number of men. In 1984-85, for example, 503,525 women were working toward advanced degrees. That was 50.7 per cent of the total graduate-school enrollment.

More change is evident at the doctoral level. While the number of Ph.D's awarded to men has dropped since the 1970's, the number awarded to women has skyrocketed. In 1985, women earned 10,699 doctorates, up one-third since 1977. In contrast, the number of men with doctorates has declined by 14 per cent since 1977.

Biggest Areas of Growth

The biggest areas of growth for women have been education, health sciences, psychology, and language and literature. Women now earn 50 per cent or more of the doctoral degrees in those fields.

Women's representation in mathematics and the sciences, however, remains spotty. According to the National Research Council, women received just 9 per cent of the 1,078 doctorates awarded in physics and astronomy in 1985. In mathematics, they earned 15 per cent of the Ph.D.'s and in chemistry, 20 per cent.

Problems for female scientists don't end in graduate school. Women with science doctorates have a higher unemployment and underemployment rate than men, according to Ms. Matyas of the A.A.A.S. She says, "There's a pool of women sitting out there, all ready, that's not being utilized."

Most administrators acknowledge that the situation in the sciences is a vicious circle. Until more women are visible in the faculty ranks, woman students will not enter those fields. But the supply of potential faculty members remains low.

"Part of the problem is that these attitudes go so far down the pipeline," says Victoria A. Fromkin, vice-chancellor of graduate programs and dean of the graduate division of the University of California at Los Angeles. "Women in high school are looked upon as freaks if they're interested in science."

M. Elizabeth Tidball, who has studied the relationship between female faculty members and academic success, believes the lack of role models will have a detrimental effect on future recruitment.

"There is a correlation between the number of woman faculty members and the number of woman graduates who go on to receive science doctorates," says Ms. Tidball, professor of physiology at George Washington University's medical school. "We need more female faculty members for their sake, just to encourage them to go on."

Incentives Offered

Although the task is a difficult one, administrators at some universities are concentrating on luring women into scientific fields.

One program beginning this fall in the California State University system will provide $500,000 in loans to assist women and members of minority groups who are studying science and mathematics at the graduate level.

The university hopes that more women and minority-group members will become faculty members, and it is making it easier for them to do so. For each year a graduate teaches in the system after receiving a doctorate, the university will forgive 20 per cent of the loan.

"The demographics show that women and minorities tend to avoid mathematics and the hard sciences," says Caesar J. Naples, vice-chancellor for faculty and staff relations. "That's where we think there will be significant room for employment in the future. If present trends continue, we will have a significantly white male faculty. It's a waste of brain power."

Stanford University is trying another approach. Undergraduate science majors there are paired with graduate-student mentors, who offer advice and encourage the undergraduates to study for doctoral degrees. The mentors also try to expose the students to scientific careers through trips to laboratories on the campus and in the community.

"They try to give the students a sense of what being in science is all about," says Andree Sursock, coordinator of freshman advising. "If someone gets a C in chemistry, she can talk to her mentor and find out that it's okay. People get C's and still go on to graduate school."

Recruiting in High Schools

Other universities, recognizing that students make decisions about careers early, are taking their recruitment campaigns to the high schools. The University of Michigan, Mills College, and the University of Nebraska at Lincoln are among the institutions that conduct seminars to promote scientific careers for high-school girls.

The University of Kansas is addressing the problem at the junior-high-school level. The Career Oriented Modules to Explore Topics in Science, or COMETS, distributes textbook supplements to students in grades five through nine. The materials show women working in scientific fields.

"Doors can get closed early on," says Walter S. Smith, a professor of science education and director of the project. "We zero in on young girls to show them there are opportunities for women.

"We figure that junior-high kids will be ready for graduate degrees in the 90's," he adds. "But if we don't keep women in the pipeline, they won't go on to bachelor's degrees, let alone do graduate work."

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THE CHRONICLE

of Higher Education

September 17, 1986 • $1.95
Volume XXXIII, Number 3

News Summary

Articles on inside pages

The deforestation of the tropics has alarmed scientists, who fear that many plant and animal species will be lost. Story on Page 4.

Some political scientists think the modern Presidency may have grown too strong. Story on Page 4.

Every August, the University of Georgia puts its new faculty members on a bus for a "sampling tour" of the state. Story on Page 12.

The job of computing director on college campuses has grown in breadth and responsibility. Story on Page 13.

The confirmation of John T. Agresto as Archivist of the United States appeared to be in trouble last week. Story on Page 20.

Lincoln University in Missouri, once proclaimed a model for historically black institutions, is now the topic of widespread debate in the state. Story on Page 20.

Gov. Mario Cuomo of New York is eloquent on the subject of education, but many say his record of support for colleges is uneven. Story on Page 21.

The Harkness Fellowships, often described as "reverse Rhodes scholarships," bring students to America from Australia, Britain, and New Zealand. Story on Page 29.

David E. Rogers, president of the Robert Wood Johnson Foundation, is leaving that post to return to academic medicine. Story on Page 29.

Palestinian universities on the Israeli-occupied West Bank face continued confrontations with Israeli officials. Story on Page 41.

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Conference Panel Reaches Accord on Education Act

Allows more student aid; part-timers would be eligible

By ROBIN WILSON

WASHINGTON

College students could receive substantially more federal aid—although some would find it harder to qualify—under a House-Senate compromise last week on extending the Higher Education Act of 1965.

For the first time ever, students who are enrolled in only a course or two would be eligible to receive Pell Grants, and colleges would be given more incentives for helping such students.

To receive any money through federal student-aid programs, colleges and universities would be required to certify that they had policies to prevent drug abuse by their students. The legislation would allow college officials to decide what kind of policy would be most appropriate for their campuses.

The Higher Education Act of 1965 is the basic law governing aid to students and colleges. A House-Senate conference committee reached agreement last week on the major elements of extending it for five years.

The legislation would create several new programs in such areas as graduate educa-

Continued on Page 27, Column 2

Women Account for Half of College Enrollment in U.S., 3 Other Nations

PARIS

Women now make up at least half of all the students in higher education in Canada, Finland, France, and the United States and at least 40 per cent of the enrollment in most other industrialized Western countries, the Organization for Economic Co-operation and Development has reported.

Enrollment of women is below 40 per cent in only four of the organization's 24 member countries—Japan, Luxembourg, Switzerland, and Turkey.

The report says women have made "significant inroads" in such traditionally male disciplines as architecture, business administration, and law. But it warns "there is little reason for complacency" over the status of women in higher education.

Few at Highest Levels, However

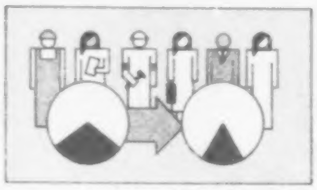
"Educational equality between the sexes is still far from having been realized,", the report says. "Fewer girls attain the highest levels—for instance the top scholarships or postgraduate degrees. Classes remain sharply divided by sex; in some, a boy is a rarity and vice versa.

"In many instances, moreover, female

Continued on Page 42, Column 1

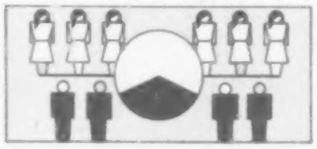
CHANGE IN AMERICA

Between now and 2000, shifts in work and the workforce are certain to transform much of U.S. higher education



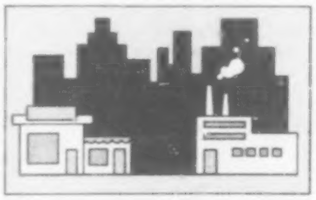
The proportion of the labor force from 16 to 24 years old will shrink from 30 per cent in 1985 to 16 per cent in 2000. Higher education, business, and the military will all be competing for this segment of the population for their students, employees, and recruits.

An estimated 29 per cent of the net growth in the work force during the next 15 years will be in minority groups. Yet high-school dropout rates, which run nearly 30 per cent nationally, are 40 to 50 per cent in some inner-city areas with large minority populations.



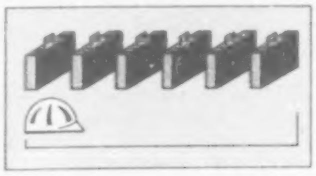
Women will account for about 63 per cent of the new entrants into the labor force between 1985 and 2000 and will increase their demand for child care.

Between 2 and 3 per cent of the nation's labor force—which is projected to reach about 135 million by the year 2000—may need to be retrained each year.



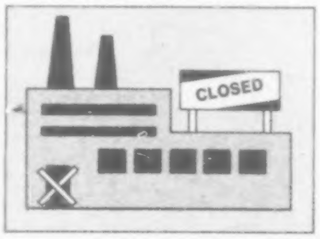
Between 200 and 300 large companies account for half of the formal training paid for by business and industry. Small businesses—which generate most of the new jobs—often cannot afford to pay for such training.

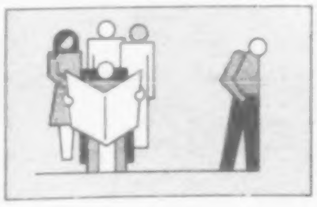
Although there will continue to be substantial shifts in the mix and types of jobs in coming years, the development of businesses making high-technology products—which many states are emphasizing in their economic-development plans—will not necessarily be a panacea. Several studies have found that such high-technology industries account for only 4 to 5 per cent of the new positions created each year, although more jobs are opening up in businesses that use computers and other high-technology equipment.



In the next decade, about six million more jobs are projected in the most skilled occupations—executive, professional, and technical—compared to only about a million new jobs in the less-skilled and laborer categories.

Between 1979 and 1984, an estimated 11.5 million people lost their jobs through plant closings, relocations, or technological innovations. An estimated 20 per cent of those people need to improve their basic skills in reading, writing, mathematics, and communication if they are to find jobs with good chances for advancement.





About 13 per cent of U.S. adults are illiterate in English. That means between 17 million and 21 million Americans will have difficulty reading a job notice, filling out an employment application, or understanding an instruction manual.

See story on Page 37.

SOURCES: CENSUS BUREAU, DEPARTMENTS OF EDUCATION AND LABOR, OFFICE OF TECHNOLOGY ASSESSMENT, NATIONAL ALLIANCE OF BUSINESS. DRAWINGS BY WARREN ISENSEE

Head of Robert Wood Johnson Fund Resigns

Continued from Page 29

tributed and in assets. The current value of its assets is $1.8-billion.

The foundation is considered by observers of organized philanthropy to be one of the nation's most effective. Dr. Rogers, who is credited with assembling an exceptional staff, is highly regarded both as a foundation executive and as a specialist in health-care policy.

Under his direction, the foundation developed a range of public-private partnerships and helped bring other grant-making organizations to the health-care field.

"He leaves a record in philanthropic programming that sets a standard that will challenge us in the years ahead," said Robert H. Myers, chairman of the foundation's board of trustees.

A former dean of the school of medicine at the Johns Hopkins University, Dr. Rogers has been an adjunct professor of medicine at Cornell University throughout his years as president of the Johnson foundation. During the academic year, he regularly has made rounds at Cornell's teaching hospital.

"Other than my years with the foundation, academic medicine has been my life, and I am excited about returning to that world," Dr. Rogers said last week.

"Medical practice and care are currently undergoing profound change," he said. "How we educate young men and women to become doctors, how we deliver the fruits of modern medicine equitably to those who need it, and how we can control the costs of this vital human enterprise are all issues of vital concern to me. My new position offers me an opportunity to work on these issues in a much closer, direct, and more personal way."

Fund Endows Professorship

Dr. Rogers, who has been named the first Walsh McDermott Professor of Medicine, will take up his Cornell duties in late fall.

Walsh McDermott was a member of the Cornell medical faculty for 41 years and served as a special adviser to the president at the Robert Wood Johnson Foundation from 1972 until his death in 1981. The professorship was established with a grant from the foundation.

"Dr. McDermott played a very important role in the formative years of this foundation, and there was no question that the trustees wanted to honor one of their own," said Frank Karel, the foundation's vice-president for communications.

He said the foundation had been having discussions with Cornell University about such a professorship for some time before Dr. Rogers announced his decision to leave the presidency. The grant to Cornell came with "a clear stipulation that they could fill the chair with whomever they wanted," said Mr. Karel.

In keeping with the policies of the foundation, Dr. Rogers did not participate in discussions of the proposed professorship and did not vote on the grant, Mr. Karel added.

A principal duty of the professorship will be to direct a new program on the role of medicine in contemporary society.

The dean of Cornell's medical school, Thomas H. Meikle, said the university was "enormously pleased to have its distinguished alumnus" rejoining its faculty full-time. "Dr. Rogers brings to this program experience and expertise on a breadth of issues relating to health policy, biomedical ethics, and the financing of health care," he said.

Before becoming dean of the Hopkins medical school, Dr. Rogers was chairman of the department of medicine at Vanderbilt University for nine years. He has also served as a visiting professor at other medical schools. He is a past president of the Association of American Physicians and has been editor of the *Year Book in Medicine* since 1966.

Leighton Cluff, the new head of the Robert Wood Johnson Foundation, has been its executive vice-president since 1976. He said last week that the foundation's trustees were aware of his previously stated plans to retire "in the next few years" when they asked him to take over as president.

"I believe this will be a time for consolidating our plans and arrangements for the several large grant programs that were launched in the past year," he said, "as well as a time for initial exploration of some new program areas."

Before joining the foundation, Dr. Cluff was chairman of the department of medicine at the University of Florida's medical school.

Recent grants from the foundation are supporting programs to provide health care for the homeless, the uninsured, and victims of acquired-immune-deficiency syndrome.

The Robert Wood Johnson Foundation also supports a program of postdoctoral fellowships for young physicians who are members of minority groups and who are committed to careers in academic medicine and biomedical research.

—PAUL DESRUISSEAUX

FACT-FILE

University Endowments Rise by Average of 25 Pct. in 1985

College and university endowments gained an average of 25.51 per cent in fiscal 1985, the National Association of College and University Business Officers reported last week.

The figure includes changes in the market value of the investments as well as interest and dividends.

The gain, which is based on the performance of 277 investment pools at 284 institutions participating in the association's annual survey of endowments, was slightly lower than expected. A composite index based on the same asset mix as the average investment pool gained 28.01 per cent.

Last year the average endowment was invested as follows: stocks, 51.7 per cent; bonds, 30.9 per cent; cash, 13.3 per cent; real estate, 2.1 per cent; other assets, 2.0 per cent.

The market value of the 277 investment pools on June 30, 1985, was $32.3-billion, an amount that represented about three-quarters of all endowments held by colleges and universities.

A summary of the 1985 survey appears in the current issue of *Business Officer*, NACUBO's monthly magazine. The full report, *Results of the 1985* NACUBO *Comparative Performance Study and Endowment Questionnaire*, may be purchased from NACUBO at P.O. Box 35024, Washington 20013. The price, prepaid, is $30 for association members and $50 for others.

Gains in Fiscal 1985

	1 year	3 years	5 years	10 years
All endowments	+25.51%	+19.84%	+14.26%	+11.21%
Funds over $100-million	+25.92%	+20.94%	+15.00%	+12.01%
$25-million to $100-million	+26.21%	+20.48%	+14.44%	+11.20%
Under $25-million	+24.79%	+18.74%	+13.69%	+10.68%
Comparative measurements				
Equities				
Dow Jones Industrial Average	+23.81%	+24.02%	+15.00%	+ 9.87%
Standard & Poor's 500 Index	+30.86%	+25.12%	+16.45%	+12.49%
Bonds				
Salomon Brothers Bond Index	+41.45%	+23.24%	+11.55%	+ 8.30%
Shearson Lehman Bond Index	+34.33%	+22.57%	+13.06%	+ 9.60%
Consumer Price Index	+ 3.70%	+ 3.50%	+ 5.39%	+ 7.21%
Higher Education Price Index †	+ 6.72%	+ 6.14%	+ 7.80%	+ 7.64%

Note: Data are based on 277 investment pools of 284 colleges and universities. Gains are changes in market value, plus dividends and interest, for periods ending June 30, 1985.

† An index of changes in prices paid by colleges and universities for goods and services, developed by D. Kent Halstead, National Institute for Education.

SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

Value of 100 Endowments on June 30, 1985

1985 rank	Institution	Market value	
		June 30, 1984	June 30, 1985
1.	University of Texas System [1]	$2,273,302,000	$2,927,200,000
2.	Harvard University	2,486,300,000	2,694,800,000
3.	Princeton University	1,287,900,000	1,519,240,000
4.	Yale University	1,060,670,000	1,308,690,000
5.	Stanford University [1]	943,986,000	1,083,890,000
6.	Columbia University	855,221,000	978,640,000
7.	Massachusetts Inst. of Technology	645,575,000	770,167,000
8.	University of California	559,411,000	716,809,000
9.	University of Chicago	517,100,000	640,800,000
10.	Washington University (Mo.)	474,684,000	622,076,000
11.	Rice University	462,156,000	570,678,000
12.	University of Rochester	588,276,000	567,696,000
13.	Northwestern University [1]	449,784,000	552,201,000
14.	Emory University [1]	457,830,000	535,825,000
15.	Cornell University	417,671,000	518,956,000
16.	New York University [1]	384,000,000	450,708,000
17.	University of Pennsylvania	329,436,000	437,064,000
18.	Johns Hopkins University	304,029,000	393,129,000
19.	Rockefeller University	328,621,000	391,284,000
20.	Dartmouth College	318,879,000	386,021,000
21.	Vanderbilt University	261,864,000	318,322,000
22.	University of Notre Dame	254,680,000	306,930,000
23.	California Institute of Technology [2]	233,700,000	284,300,000
24.	University of Southern California	233,829,000	267,602,000
25.	University of Virginia	211,667,000	256,477,000
26.	Duke University	195,676,000	252,071,000
27.	Case Western Reserve University	189,201,000	244,125,000
28.	Southern Methodist University [3]	174,225,000	233,659,000
29.	Smith College	171,108,000	222,378,000
30.	Brown University	175,200,000	222,300,000
31.	University of Delaware	176,868,000	212,660,000
32.	Wellesley College	158,223,000	205,000,000
33.	University of Michigan	165,635,000	203,675,000
34.	Williams College	164,133,000	199,996,000
35.	Carnegie Mellon University	162,508,000	193,458,000
36.	Wesleyan University	156,847,000	188,675,000
37.	University of Minnesota	not reported	181,288,000
38.	Baylor University [3]	158,772,000	175,611,000
39.	Grinnell College	126,958,000	175,053,000
40.	Swarthmore College	143,548,000	174,429,000
41.	University of Cincinnati	145,010,000	169,367,000
42.	George Washington University	134,795,000	169,194,000
43.	Loyola University of Chicago	108,074,000	169,009,000
44.	Amherst College	132,309,000	168,134,000
45.	Ohio State University	121,444,000	167,281,000
46.	University of Richmond	127,734,000	162,748,000
47.	University of Pittsburgh	130,445,000	160,463,000
48.	Vassar College	128,048,000	156,100,000
49.	Baylor College of Medicine	106,844,000	153,341,000
50.	Berea College	119,832,000	150,261,000
51.	Wake Forest University	$122,805,000	$145,633,000
52.	Pomona College	111,771,000	143,551,000
53.	Rensselaer Polytechnic Institute	119,513,000	141,372,000
54.	Tulane University	119,419,000	140,121,000
55.	Georgetown University	95,076,000	139,072,000
56.	Lehigh University	99,955,000	128,138,000
57.	Middlebury College	100,524,000	125,791,000
58.	Lafayette College	88,272,000	113,073,000
59.	University of Nebraska	100,749,000	112,075,000
60.	Thomas Jefferson University	85,269,000	108,738,000
61.	Brandeis University	not reported	107,160,000
62.	Boston University	85,896,000	104,316,000
63.	University of Florida	not reported	104,188,000
64.	Tufts University	58,616,000	97,675,000
65.	Washington State University	not reported	97,158,000
66.	Carleton College	75,056,000	96,988,000
67.	Mount Holyoke College	76,397,000	96,757,000
68.	Kansas U. Endowment Association	73,990,000	95,134,000
69.	Saint Louis University	73,491,000	94,921,000
70.	State University of New York [3]	72,448,000	92,620,000
71.	Rochester Institute of Technology	75,547,000	91,160,000
72.	Bowdoin College	not reported	89,697,000
73.	Syracuse University	72,502,000	89,636,000
74.	Academy of the New Church	65,492,000	89,198,000
75.	University of Miami [3]	64,196,000	80,564,000
76.	Rutgers University	67,496,000	80,515,000
77.	University of North Carolina-Chapel Hill	59,859,000	79,902,000
78.	Earlham College	60,127,000	75,816,000
79.	Mount Sinai School of Medicine	not reported	74,770,000
80.	Trinity College (Conn.)	59,899,000	74,107,000
81.	Occidental College	69,474,000	73,262,000
82.	Hamilton College (N.Y.)	60,813,000	73,261,000
83.	University of Washington	58,602,000	72,909,000
84.	University of Wisconsin System	60,070,000	70,937,000
85.	Colgate University [3]	54,277,000	69,786,000
86.	University of Illinois Foundation	49,532,000	68,151,000
87.	Union College (N.Y.)	not reported	68,043,000
88.	Southwestern University	52,008,000	67,314,000
89.	Butler University [3]	61,781,000	64,585,000
90.	Worcester Polytechnic Institute	55,148,000	64,456,000
91.	Colorado College	51,901,000	63,914,000
92.	Whitman College	53,306,000	63,603,000
93.	Radcliffe College	39,923,000	62,516,000
94.	Bucknell University	52,194,000	62,214,000
95.	University of the South	48,884,000	60,654,000
96.	Hampton University	40,129,000	58,785,000
97.	Pepperdine University [4]	53,749,000	55,965,000
98.	Santa Clara University	45,326,000	55,873,000
99.	Claremont McKenna College	44,887,000	55,241,000
100.	Haverford College	not reported	54,927,000

[1] As of August 31, 1985
[2] As of September 30, 1985
[3] As of May 31, 1985
[4] As of July 31, 1985

Note: Table includes the top 100 institutions participating in the comparative-performance study by the National Association of College and University Business Officers.

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News Summary

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Confusion in federal courts over the disclosure of confidential peer-review files has alarmed college administrators and faculty members. Story on Page 13.

Special projects for a few campuses have been tacked onto the higher-education bill by colleges' home-state Congressmen. Story on Page 19.

Candidates for education commissioner of Florida are trying to persuade voters that education is crucial to the state's future. Story on Page 19.

Modernization of university research facilities is a key to U.S. competitiveness in international trade, according to a new report. Story on Page 24.

Historical geographers contend their research is more readily accepted by historians than by geographers. Story on Page 6.

San Antonio is a city of many identities. A guide for academic visitors begins on Page 14.

Martin A. Paley resigned last week as head of the San Francisco Foundation. Story on Page 25.

Students are headed for study abroad in large numbers, despite acts of terrorism overseas. Story on Page 27.

A record $21-billion in financial aid was available to college students in 1985-86, the College Board reported. Story on Page 28.

The international movement to impose an academic boycott of South African universities has generated concern on the country's campuses. Story on Page 34.

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LIFE NOW 'HELL ON EARTH'

From Big Man on Campus to Prison Inmate: Tragedy of an Athlete Turned Cocaine Addict

By CHARLES S. FARRELL

CHAPEL HILL, N.C.

Playing basketball for Wake Forest University made Mike Helms a big man on campus.

But it was that recognition, the high visibility that sports provide college athletes, that he said ultimately led to his addiction to cocaine and to his current status as a prison inmate, serving a 16-year sentence for drug trafficking.

Mike Helms described the nightmare of his prison life, and the dashing of his dreams of a career in the National Basketball Association, at a conference here spotlighting the growing problem of cocaine abuse.

"The Cocaine Connection," as the conference was called, was sponsored in part by the University of North Carolina at Chapel Hill. It attracted about 350 drug counselors, law-enforcement officers, athletic directors, and university administrators.

The Reagan Administration wants to use $100-million in student-aid funds to fight drug abuse in schools. See Page 21.

Mike Helms was one of a parade of former athletes, drug counselors, and physicians at the conference who described the effects of cocaine and the extent of its abuse, but his account was easily the most frightening because of the "hell on earth" he says he must still endure because of his drug involvement.

His life now is a sharp contrast to the one he was living only a few short years ago.

A gifted athlete, Mr. Helms decided to concentrate on basketball when he outgrew his classmates as a sophomore in high school. He spent his summers at top-flight

Continued on Page 32, Column 1

PERSONS ENTERING THIS
SUBJECT TO
INSPECTI N

PHOTOGRAPH FOR THE CHRONICLE BY DAN CHARLSON

Wearing a Wake Forest 'Deacon' T-shirt, Mike Helms stands at gate of the prison where he is serving a 16-year sentence.

THE COCAINE CONNECTION

"You can't keep drugs out of college sports because a lot of players are tainted in high school. The added pressure of sports often turns them to drugs. The guys with the real gumption are the guys who walk away from drugs, who play a whole career and don't weaken." –OMAR A. ALEMAN
Special Agent, U.S. Drug Enforcement Administration

▪

"I had a drug problem that was really a 'me' problem, and I wanted to blame cocaine. People always talk about drug abuse, but I don't know of one drug that has ever been abused. It's self-abuse. It's not the vehicle, not the coke. It's you. You abuse yourself." –EUGENE (MERCURY) MORRIS
Drug consultant to the National Football League,
former professional football player, and former cocaine addict

▪

"I hope you realize that it's not just athletes that this [cocaine abuse] can happen to, and not just entertainers this can happen to. It can happen to any one of you, and it particularly can happen to your children." –CARL ELLER
Drug consultant to the National Football League,
former professional football player, and former cocaine addict

▪

"You know who is going to stop drugs in the country? You are. Don't tell me what you do to rehabilitate people in your shop. Tell me whether your two or three kids at home are clean. Because if you are clean and your children are clean, then we won't need rehabilitative services and you won't need law-enforcement people." –OMAR ALEMAN

▪

"When I was in prison in Florida, there were 197 people on Death Row who chose to be there. I chose to freebase cocaine. Lenny Bias and Don Rogers also made a choice. Unfortunately, they made the wrong one. They'll never make another one." –MERCURY MORRIS

▪

"One young man, Len Bias, can keep America involved in drug prevention. In one day, he did more for drug prevention than I've done in 16 years." –OMAR ALEMAN

▪

"Too many people see cocaine as a glamorous recreational drug having few side effects. Law-enforcement officers know that is not the case." –ROBERT B. MORGAN
Director, North Carolina State Bureau of Investigation

▪

"What we're seeing with crack [a cheap, potent form of cocaine] is a highly addictive form of the drug that will put people in the hospital quicker than snorting. People are starting to get wasted in a matter of months instead of a matter of years." –THEODORE R. CLARK
Co-director, Pinehurst Treatment Center (N.C)
and clinical associate professor of psychiatry,
University of North Carolina at Chapel Hill

The comments above were made at a conference sponsored in part by the University of North Carolina at Chapel Hill.

Student Aid Reached Record $21-Billion Last Year, College Board Says, but Inflation Took Its Toll

By JEAN EVANGELAUF

A record $21-billion in financial aid was available to students in postsecondary institutions in 1985-86, according to the Washington office of the College Board.

That's an increase of 23 per cent since 1980-81, but when adjusted for inflation, the amount of aid available from federal, state, and institutional sources fell 3 per cent. In addition, Social Security payments for college students were eliminated and fewer veterans used federal educational benefits.

In real dollars, "generally available" federal aid, such as Pell Grants and Guaranteed Student Loans, increased 15 per cent over the last five years, while state aid jumped 35 per cent and institutional support grew 26 per cent.

Because of those shifts, the share of aid paid for by the federal government fell from 83 per cent in 1980-81 to 77 per cent last year, according to the College Board, which published its findings in a report entitled *Trends in Student Aid: 1980 to 1986*.

After rising for the last decade, the proportion of aid in the form of loans has stabilized, the report said.

Here's how the sources of student aid have changed in the last six years:

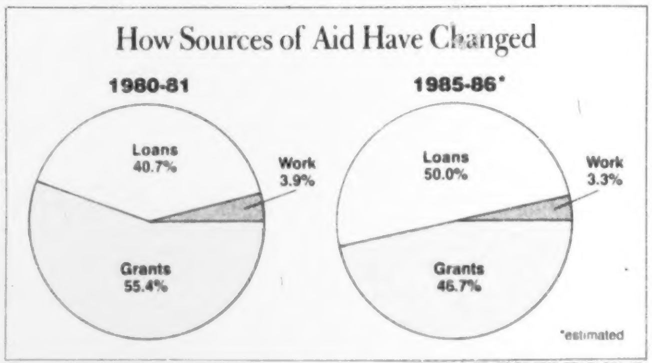
	Grants	Loans	Work
1980-81	55.4%	40.7%	3.9%
1981-82	52.5%	44.0%	3.5%
1982-83	51.4%	44.9%	3.7%
1983-84	48.2%	47.9%	3.9%
1984-85	46.4%	50.2%	3.4%
1985-86	46.7%	50.0%	3.3%

Guaranteed Student Loans continue to be the most common form of aid. Last year 3.8 million students borrowed an average of $2,323 through the program. While the precise figures are not known, a growing number of those borrowers attend proprietary and two-year institutions, the report said.

The share of Pell Grants going to proprietary-school students has increased sharply, according to the report. From 1980-81 to 1984-85, the latest year for which figures are available, the share of aid going to those students grew from 12 per cent to 21 per cent. The proportion going to students at private colleges and universities fell from 29 per cent to 23 per cent, while the share to those enrolled at public institutions dropped from 60 per cent to 56 per cent. Overall, three million students received Pell funds in 1985-86, with the average grant totaling $1,269.

Copies of the 14-page report are available for $5 from College Board Publications, Box 886, New York 10101. The 1986 report updates the 1983 study *Trends in Student Aid: 1963 to 1983*, which is available for $8 from the same address.

How Sources of Aid Have Changed



CHRONICLE CHART BY JOJO GRAGASIN, JR.

FACT-FILE

Trends in Student Aid, 1980-81 to 1985-86

Total amounts, in millions of dollars, not adjusted for inflation

Federally supported programs	Academic Years 1980-81	1981-82	1982-83	1983-84	Estimated 1984-85	Estimated 1985-86	Percent change 1980-81 to 1985-86
Generally available aid							
Pell Grants	$2,387	$2,299	$2,417	$2,796	$3,042	$3,749	+ 57.1%
Supplemental Educational Opportunity Grants	366	361	343	361	360	396	+ 8.2%
State Student Incentive Grants	76	77	73	60	76	76	0.0
College Work Study	658	624	615	683	649	693	+ 5.3%
National Direct Student Loans	695	580	598	682	763	841	+ 21.0%
Guaranteed Student Loans and Parent Loans for Undergraduate Students	6,201	7,226	6,694	7,578	8,604	9,411	+ 51.8%
Subtotal	10,384	11,168	10,741	12,160	13,494	15,166	+ 46.1%
Specially directed aid							
Social Security	1,883	1,996	733	220	35	0	− 100.0%
Veterans	1,714	1,351	1,356	1,033	904	746	− 56.5%
Other grants	119	102	81	59	55	48	− 59.7%
Other loans	61	88	157	219	244	248	+ 306.6%
Subtotal	3,777	3,536	2,327	1,531	1,238	1,042	− 72.4%
Total federal aid	14,161	14,704	13,067	13,690	14,732	16,208	+ 14.5%
State grant programs	801	921	1,006	1,106	1,222	1,374	+ 71.5%
Institutionally awarded aid	2,138	2,323	2,517	2,883	3,173	3,426	+ 60.2%
Total federal, state, and institutional aid	$17,101	$17,947	$16,590	$17,679	$19,128	$21,008	+ 22.9%

Total amounts, in millions of constant 1982 dollars

Federally supported programs	Academic Years 1980-81	1981-82	1982-83	1983-84	Estimated 1984-85	Estimated 1985-86	Percent change 1980-81 to 1985-86
Generally available aid							
Pell Grants	$2,660	$2,358	$2,376	$2,651	$2,753	$3,298	+ 24.0%
Supplemental Educational Opportunity Grants	408	371	337	342	326	348	− 14.7%
State Student Incentive Grants	85	79	72	57	69	67	− 21.2%
College Work Study	734	640	605	648	587	610	− 16.9%
National Direct Student Loans	774	595	588	647	690	740	− 4.4%
Guaranteed Student Loans and Parent Loans for Undergraduate Students	6,911	7,411	6,580	7,185	7,785	8,280	+ 19.8%
Subtotal	11,573	11,453	10,558	11,529	12,210	13,343	+ 15.3%
Specially directed aid							
Social Security	2,099	2,047	721	209	32	0	− 100.0%
Veterans	1,911	1,385	1,333	979	818	656	− 65.7%
Other grants	132	105	80	56	50	42	− 68.2%
Other loans	68	90	155	208	221	218	+ 220.6%
Subtotal	4,209	3,626	2,287	1,451	1,120	917	− 78.2%
Total federal aid	15,782	15,079	12,845	12,981	13,331	14,260	− 9.6%
State grant programs	893	944	989	1,048	1,106	1,209	+ 35.4%
Institutionally awarded aid	2,383	2,382	2,474	2,734	2,871	3,014	+ 26.5%
Total federal, state, and institutional aid	$19,059	$18,406	$16,308	$16,763	$17,307	$18,483	− 3.0%

Number of student-aid recipients and amount of aid per recipient

	Academic Years 1980-81	1981-82	1982-83	1983-84	Estimated 1984-85	Estimated 1985-86	Percent change 1980-81 to 1985-86
Pell Grants							
Recipients	2,806,000	2,744,000	2,539,000	2,802,000	2,919,000	2,954,000	+ 5.3%
Aid per recipient—current dollars	$851	$838	$952	$998	$1,042	$1,269	+ 49.1%
Aid per recipient—constant dollars	$948	$859	$936	$946	$943	$1,116	+ 17.7%
Supplemental Educational Opportunity Grants							
Recipients	717,000	659,000	641,000	649,000	655,000	720,000	+ 0.4%
Aid per recipient—current dollars	$513	$549	$535	$557	$550	$550	+ 7.2%
Aid per recipient—constant dollars	$572	$563	$526	$528	$498	$484	− 15.4%
College Work Study							
Recipients	819,000	739,000	720,000	772,000	737,000	788,000	− 3.8%
Aid per recipient—current dollars	$806	$844	$854	$886	$880	$879	+ 9.1%
Aid per recipient—constant dollars	$898	$866	$839	$840	$796	$773	− 13.9%
National Direct Student Loans							
Recipients	813,000	684,000	675,000	719,000	867,000	956,000	+ 17.6%
Aid per recipient—current dollars	$853	$848	$886	$949	$880	$880	+ 3.2%
Aid per recipient—constant dollars	$951	$870	$871	$900	$796	$774	− 18.6%
Guaranteed Student Loans							
Recipients	2,899,000	3,138,000	2,947,000	3,145,000	3,504,000	3,798,000	+ 31.0%
Aid per recipient—current dollars	$2,134	$2,281	$2,209	$2,307	$2,326	$2,323	+ 8.9%
Aid per recipient—constant dollars	$2,379	$2,340	$2,172	$2,188	$2,104	$2,044	− 14.1%
Parent Loans for Undergraduate Students							
Recipients	6,000	26,000	75,000	123,000	171,000	216,000	+ 3,500.0%
Aid per recipient—current dollars	$2,333	$2,577	$2,440	$2,610	$2,655	$2,727	+ 16.9%
Aid per recipient—constant dollars	$2,600	$2,643	$2,399	$2,475	$2,402	$2,399	− 7.7%
State Grants and State Student Incentive Grants							
Recipients	1,140,000	1,448,000	1,493,000	1,528,000	1,580,000	1,585,000	+ 39.0%
Aid per recipient—current dollars	$736	$690	$723	$763	$821	$914	+ 24.2%
Aid per recipient—constant dollars	$820	$708	$711	$723	$743	$804	− 2.0%

Note: Several of the "federally supported" aid programs include small amounts of money from sources other than the federal government. For example, College Work Study includes some contributions by institutions, although most of the funds in the program are federal. National Direct Student Loans are financed from federal and capital contributions and collections from borrowers.

Federal State Student Incentive Grant expenditures are reported under "federally supported" aid and excluded from state awards.

Guaranteed Student Loan and Parent Loans for Undergraduate Students funds come mostly from private sources. The federal government subsidizes interest payments and repays defaults. Amounts reported represent loan commitments rather than amounts loaned, but there is not much difference between the two. The estimated 1985-86 figure assumes no decrease in loan volume as a result of changes effected by the Gramm-Rudman-Hollings deficit-reduction law beginning March 1, 1986.

Veterans' benefits are payments for postsecondary education and training to veterans and their dependents.

SOURCE: THE COLLEGE BOARD

Caution Is Urged in Study Abroad

Continued from Preceding Page

offered in Austria, England, and Ireland, enrollment has dropped in those that do not integrate Americans in schools with native students.

In those programs, whose students generally constitute about 18 per cent of Beaver's 1,500 participants, numbers are down from last year by 7 per cent. The fact that students in those programs are readily identifiable as Americans may have scared some away, Mr. Roberts says.

Mr. Roberts chairs the Section on U.S. Students Abroad of the National Association for Foreign Student Affairs. At NAFSA's spring meeting, in response to terrorist incidents, the group decided to set up a "phone chain" of study-abroad officials to systematize the dissemination of information in an emergency.

"We were very stressed last spring because there were lots of unsubstantiated rumors" about program closures, Mr. Roberts says. The chain's headquarters are at the Council on International Educational Exchange in New York.

The group is also working to establish an organized means for program officials to communicate and share ideas year-round.

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News Summary

Articles on inside pages

A consensus is beginning to develop among officials pressing for changes in T.I.A.A.-C.R.E.F. Story on Page 13.

A proposal is circulating among higher-education groups to set up a center to help settle campus disputes out of court. Story on Page 13.

Budget analysts at the Education Department have completed a detailed proposal for education spending in fiscal 1988. Story on Page 20.

Several universities would receive tax breaks under a compromise measure now in Congress—although you'd never know it to read the bill. Story on Page 21.

The Ohio governor's race between Richard F. Celeste and James A. Rhodes offers a study in contrasts. Story on Page 21.

Researchers used the tools of a new discipline, ethnoastronomy, to trace the existence of the Sioux in the Black Hills. Story on Page 7.

Philanthropic support for higher education was "bullish" in 1984-85, a report says. Story on Page 35.

Average scores on this year's Scholastic Aptitude Test remained the same as last year's, while those on the A.C.T. Assessment went up slightly. Story on Page 37.

Plans for the N.C.A.A.'s program to test athletes for drugs are complete. Story on Page 39.

This week the Association of American Universities will call for an independent federal agency to support international studies. Story on Page 41.

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Shuttle Shutdown Cripples Efforts of Space Scientists

Some projects may never fly; others are costly to postpone

By KIM McDONALD

For many U.S. space scientists, 1986 was to have been a banner year—a year in which they would finally see a massive space telescope orbiting the earth, in which probes would be sent to the sun and Jupiter, and in which a powerful new ultraviolet telescope would be launched to examine Halley's Comet and reveal exciting new regions of the universe.

Instead, this year has turned out to be a time of frustration and despair.

With the entire space-shuttle fleet grounded until 1988, leaving a two-year backlog of payloads, many researchers who spent years designing experiments and instruments that promised to provide a plethora of important new scientific data now face the prospect of never seeing their devices flown.

Even those whose experiments are considered to be of the highest priority and therefore nearly assured of a launch at some point are scrambling to find additional support to maintain their research teams during the hiatus.

Ever since the fiery explosion of the space shuttle *Challenger* in January—an accident that killed seven astronauts,

Continued on Page 8, Column 1

Top University Leaders from South Africa Meet with Outlawed Group

LUSAKA, ZAMBIA

Top officials of two South African universities have held historic talks here with the African National Congress, the outlawed anti-apartheid organization.

The meetings—the first official discussions held between South African universities and the A.N.C.—took place at the University of Zambia at the invitation of its vice-chancellor, J. M. Mwanza.

In two days of meetings, discussions centered on the current crisis in South Africa's system of apartheid education and ways in which universities and other institutions could develop alternatives to that system.

The delegations were from the University of Cape Town, a predominantly white institution, and the University of the Western Cape, an institution originally intended for so-called colored, or mixed-race, students. The groups included Stuart Saunders, vice-chancellor at Cape Town, and Jakes Gerwel, rector-designate at Western Cape, as well as senior faculty members, top administrators, and students.

John Samuel, director of the South African Committee for Higher Education, an organization that has done pioneering

Continued on Page 43, Column 1

'I'LL MAKE A CONTRIBUTION'

Woman Who Won Tenure Fight Gets Cool Reception at Harvard

PHOTOGRAPH FOR THE CHRONICLE BY JONATHON DOUGLAS

Theda Skocpol, back at Harvard: "I want to do well with my students and with whatever colleagues will interact with me."

By LIZ McMILLEN

CAMBRIDGE, MASS.

Theda Skocpol's friends warned her. "Don't go back to Harvard," they said. "You'll be over the hill."

That advice, from fellow academics who considered Harvard University a place for older, well-established scholars, gave pause to the promising young sociologist. But she had other reasons to give a tenure offer from Harvard careful thought.

In 1980, when Ms. Skocpol was an associate professor at the university, she had charged the sociology department with sex discrimination after it turned her down for tenure. In the first formal investigation of a tenure complaint in the university's history, a grievance committee agreed that bias had been involved.

President Derek C. Bok, who has final say in tenure decisions, said he would review the case, but would wait for three years to do so. He eventually overturned the denial and offered tenure to Ms. Skocpol, by then a full professor of sociology at the University of Chicago.

With several other universities interested in her, Ms. Skocpol was in an enviable position. Nevertheless, the choice was troubling. Should she continue her scholarly career elsewhere, or return to Harvard, her intellectual home but also the scene of a bitter conflict that had brought intense scrutiny to the university's tenure-review process?

She chose Harvard, thereby becoming the first tenured woman in the department. She accepted, in part, so that she and her husband eventually could work together in Boston. But she felt a challenge, too.

"I thought I should come here and try to make the situation better at some level," Ms. Skocpol explains today. "It's important to establish that you can work with people, even if they are not your personal friends."

•

Many woman sociologists regard Ms. Skocpol as a symbol. She, however, chafes at being considered "an emblem of social progress." She would rather get on with the task at hand—namely, her teaching and research.

Last month, settling into her office for the second time in a decade, Ms. Skocpol prepared for another semester's work. Amid the clutter were mementos from her stint at the University of Chicago, including a goodbye song rewritten by graduate students there to the tune of "Hello Dolly."

Her return to the normal workings of Harvard's sociology department, however, may not come easily.

For one thing, she must again work with those whom she accused of discrimination. Her future at Harvard, she says, is uncertain at best.

"I want to do well with my students and with whatever colleagues will interact with me," she says. "That may last one, or two, or thirty years, but I'll make a contribution while I'm here."

Her return also comes at a time of

Continued on Page 16, Column 1

based on the content of a six-paragraph Associated Press dispatch; 72 per cent could balance a checkbook; 57 per cent could interpret a bar graph from *Congressional Quarterly;* 37 per cent could restate the main argument of a column by Tom Wicker in the New York *Times;* 20 per cent could understand a bus schedule; and 9 per cent could describe the theme of a poem by Emily Dickinson.

The survey—of 3,600 people aged 21 to 25—was conducted by the National Assessment for Education Progress, which is administered by the Educational Testing Service. *Literacy: Profiles of America's Young Adults*, a report on the survey's results, is available for $14 from N.A.E.P., CN 6710, Princeton, N.J. 08541-6710.

Commission to Study Status of Community Colleges

A "blue ribbon" commission will study the current state of the nation's public community, junior, and technical colleges and make recommendations aimed at helping them plan for the year 2000, the American Association of Community and Junior Colleges has announced.

The commission, known as the Commission on the Future of Community College: a Study of Access and Excellence in Higher Education, will be headed by Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching. Its other members are:

Harold D. Albertson, technology instructor, Richland College.
K. Patricia Cross, professor of education, Harvard University.
Wilhelmina R. Delco, state representative, Austin, Tex.
Nolen M. Ellison, president, Cuyahoga Community College District.
Paul A. Elsner, chancellor, Maricopa County Community College District.
Marvin Feldman, president, Fashion Institute of Technology.
Alfred P. Hernandez, chancellor, Ventura County Community College District.
R. Jan LeCroy, chancellor, Dallas County Community College District.
Guillermo Martinez, associate editor, Miami *Herald*.
Frank Newman, president, Education Commission of the States.
Terry O'Banion, executive director, League for Innovation in the Community College.
Dale Parnell, president, A.A.C.J.C.
David R. Pierce, executive director, Illinois Community College Board.
Beverly S. Simone, provost, Milwaukee Area Technical College–North Campus.
Joyce S. Tsunoda, chancellor, University of Hawaii Community College System.
Lawrence W. Tyree, president, Gulf Coast Community College.
James L. Wattenbarger, professor of education, University of Florida.

Corrections

► A chart on New York's higher-education structure (*The Chronicle*, September 17) incorrectly described the State University of New York. The university comprises 4 university centers, 2 health-science centers, 13 colleges of arts and sciences, 6 two-year agricultural and technical colleges, 4 specialized colleges, 5 statutory colleges operated by private institutions, and 30 community colleges supported in part by local governments.

► Because of differences in accounting practices, Occidental College did not report the full size of its endowment for fiscal 1985 to the National Association of College and University Business Officers (*The Chronicle*, September 17). The correct figure is $90,940,000, not $73,262,000.

Using the Telephone to Help People Learn Languages

An Ohio State professor launches a program that he says is superior to traditional classroom teaching

COLUMBUS, OHIO

Leon Twarog would like anyone in America to be able to pick up the phone and talk to an instructor in Russian, Polish, Czech, or another, even less-commonly taught language.

Over the summer Ohio State University's Center for Slavic and East European Studies, which Mr. Twarog directs, "went national" with a selection of courses—Russian, Polish, and Czech—in a program of "telephone-assisted language learning."

Students called in from as far away as Tacoma, Wash.

Ivan Boh, professor of philosophy at Ohio State, says he phoned from his home in Columbus to get a grounding in conversational Polish, hoping it would serve as a "goodwill gesture" during his forthcoming year in Poland on a research fellowship.

Jane G. Rainey, a professor of political science at Eastern Kentucky University, says she reviewed Russian to complement her specialization in Soviet politics. She says her knowledge of the language had got rusty since she devoted long hours to it in graduate school.

LLOYD LEMMERMANN

Leon Twarog: "If we want to get the students to learn, we as teachers should do whatever it takes. I don't find that demeaning at all."

Most Don't Work for Credit

Ohio State's telephone language courses are a variation of its "Teacher-Assisted, Mastery-Based, Self-Paced Instruction" program in which each student works at his own pace using texts and cassette tapes. In the telephone courses, rather than consult the instructor face to face, the student calls a toll-free number during three four-to-six-hour periods throughout the week to talk, listen, and learn.

Most students have taken the courses on a non-credit basis. For $200 a quarter, they can complete as many units as their industriousness permits. To move on from one unit to the next, they must score 80 per cent or higher on a final test administered by a proctor at the nearest college willing to provide facilities.

Mr. Twarog says this method contrasts with classroom learning where "the student is graded on the basis of whether he could keep up with the rest of the class."

Mr. Boh, the student of Polish, says, "I've studied various languages in conventional ways and this is about the best approach I've used."

Mr. Twarog got the idea for the telephone courses three years ago, while he was chairman of the Department of Slavic Languages here. He noticed, he says, that some students in the department's individualized-instruction language center "didn't need too much attention from the teacher. The idea came to me that since most of their work was being done away from the center, we might be able to have teachers communicate with students by telephone."

He had been looking for a way to increase enrollments in Eastern European languages. In 1980, as chairman of a "task force on less-commonly taught languages" set up by the Modern Language Association and the American Council of Learned Societies, he traveled across the country and found that "very little had happened in the teaching of languages in the United States over the previous 20 to 25 years."

That state of affairs led the M.L.A. to designate 40 languages in which instruction should be expanded and improved—as a matter of "national need"—to protect and advance U.S. trade, national-defense, and political interests.

Heading the list were such widely used languages as Russian, Chinese, Japanese, and Arabic, along with others that have strategic importance, such as Hausa, Hindi, Portuguese, Swahili, and Urdu.

Then came a second group that included several Slavic and East European languages that had had tiny enrollments and little federal or private support.

An M.L.A. census in 1983 revealed how very few students of the languages there were. In the whole country, Bulgarian and some other Slavic languages had fewer than 10 students. Ukrainian, Czech, and Serbo-Croatian had fewer than 200. Polish had 1,200. Even Russian was faring poorly: Its 30,000-odd students left it way behind such Western European languages as French, with some quarter of a million students, and Spanish, with half as many again.

Evaluators Give It High Marks

At first Mr. Twarog's center offered free classes around Columbus. With a $150,000 grant from the National Endowment for the Humanities, it experimented throughout 1985 with courses in six languages.

Mr. Twarog wanted to know whether students with no knowledge of a language could learn just as much in a telephone course as in the classroom. The hypothesis was tested with Arabic, Chinese, Japanese, and Russian. The answer proved to be Yes, Mr. Twarog says.

A national evaluation panel—and the courses' students—awarded the method, and Mr. Twarog, top marks. The panel said he had "addressed many of the unforeseen developmental issues that confront such innovation" and that the project had received "remarkably high grades from the students that it served."

Mr. Twarog also wanted to see whether the telephone would be an effective medium for reviving older students' waning competency in languages they had last studied at least 5, and often 15 to 20, years earlier.

That hypothesis was tested with courses in French and Spanish and, again, the results were encouraging. Students in those courses, Mr. Twarog says, reported that they had regained their earlier levels of proficiency.

The students have come from diverse, non-traditional backgrounds: secretarial, business, industrial, and academic. Most took the courses while working at least a 40-hour week. That explained in part the high attrition: Of the original 182 students, 30 per cent did not complete even one credit.

At the other extreme was the star pupil, a full-time secretary who completed 33 quarter hours of credit in a 12-month period.

To combat attrition, and in contrast to the practice of "benign neglect" common in classroom teaching, Mr. Twarog says, instructors in his courses call, once a week, any student who hasn't phoned in. Even a five-minute call from the instructor can dispel any guilt the student might feel for having neglected lessons, he says. The calls insure that some improvement in skills is occurring.

Mr. Twarog adds, "Some members of the profession might say 'Herr Doktor Professor should sit and wait' and that it is demeaning to call the students. But if we want to get the students to learn, we as teachers should do whatever it takes. I don't find that demeaning at all."

The age of students has ranged from 9 to 67, with a median of 37. Almost all have been college graduates. The most striking exception was the 9-year-old girl who wished to continue learning Chinese after returning from a year in China, and did so with the aid of texts and tapes doctored a little so they would make sense to her.

To Mr. Twarog's surprise, the courses have not attracted many people, such as retirees or homemakers, who might previously have filled their schedules boning up on day-time television.

A Conversational Focus

For Ms. Rainey, the professor of political science and student of Russian from Eastern Kentucky University, the beauty of the approach is its focus on conversational, colloquial language.

"I don't have a lot of opportunity here in Eastern Kentucky to talk Russian," she says. "Before I started, there were a lot of words in English I couldn't have told you the Russian words for. It's as if it unlocks a little storage chest. Using the language is making me remember other words and expressions."

The telephone, she adds, imposes "a great discipline. When you look at someone, you do a little bit of lip reading. Talking on the telephone, it's a little bit muddled, so you work harder to hear a person. You become a better listener."

Mr. Twarog's center is offering the same courses this semester. While it is permitting previously enrolled students—from Tacoma to Kentucky—to re-enroll, it is concentrating its recruiting efforts on the Ohio, to permit closer study of the effectiveness of telephone instruction. Five thousand letters promoting the courses have gone to college language-department heads, high-school language teachers, radio stations, and churches throughout the state.

Next summer, Mr. Twarog says, the center expects to increase its selection of languages and "go national" again. —PETER MONAGHAN

Note Book

While three dozen of their peers were camping out in dormitory lounges, two freshmen at Cornell College in Iowa had the unusual privilege of being temporarily housed with the president, David Marker.

The college found itself with a housing crunch after an unexpected number of last year's students returned for the fall semester.

Mr. Marker, who calls the situation a "wonderful problem," was more than happy to accommodate the students for a few days in his spacious home, which is located on the campus.

"We really had to scramble around for some temporary places and that was one of the ones available," says Marie DeVries, a spokesperson for the college.

Jennifer McDonald, one of the guests, says of her experience, "It was very nice but kind of lonely—not very good for the social life!"

•

A guide for the handicapped has been added to the plethora of resource material for high-school students who need help selecting a college.

Called *How to Choose a College: Guide for the Student with a Disability*, the pamphlet is free from Higher Education and the Handicapped, a program of the American Council on Education, at One Dupont Circle, Suite 670, Washington 20036-1193.

•

Today's college students—what they're wearing, thinking, saying, doing, eating, drinking, buying—are the topic of a new publication called *Campus Market Report*.

Published by the National Association of College Stores, Inc., a non-profit organization, the newsletter is designed for marketers and advertisers who want a handle on the college scene.

So far, articles have appeared on such diverse topics as the kinds of hats students will be wearing this winter to the courses they rate as important.

Says Mavis Clark, the editor, "Reading *Campus Market Report* each month will aid astute business executives in making something out of the demands of the volatile college market and shaping students' buying decisions for years to come."

A year's subscription is $60. Call Ms. Clark at (216) 775-7777.

•

Student identification cards will no longer be accepted as valid proof of age for buying alcohol in Virginia, if the Governor and General Assembly approve a decision by the state's Alcoholic Beverage Control Board.

Too many students were changing the dates to appear older, and the cards lack uniformity and look unofficial, explains a board member.

He says the recommendation is almost sure to pass.

Students

Average ACT Test Scores Rise; SAT Results Match Last Year's

Details of College Board statistics suggest slight improvement in high-school seniors' abilities

The average score on the American College Testing Program's college-admissions test has edged upward for the third consecutive year, while scores on the College Board's Scholastic Aptitude Test remained the same as last year's, according to new figures released by the nation's two major testing organizations last week.

The 1986 composite average on the four-subject A.C.T. Assessment, which is graded on a scale of 1 to 35, was 18.8, up from last year's 18.6. It is the highest average in more than a decade.

On the Scholastic Aptitude Test, which has a scale of 200 to 800, the average scores were unchanged: 431 on the verbal part and 475 on the mathematics part.

However, a slight overall improvement in the verbal and mathematical abilities of college-bound high-school seniors was suggested by the latest S.A.T. statistics.

In 1985-86 the number of test-takers increased 2.3 per cent—a development that, based on past experience, would have been expected to lower scores. Higher participation rates usually reflect an increase in the number of test-takers with relatively weak academic backgrounds.

Since the scores did not decline even as the number of participants increased, the results may indicate an overall gain in the abilities measured by the test. At the least, the findings make 1986 the sixth straight year in which combined averages for the test's verbal and mathematics portions either rose or stayed the same, following a 17-year decline.

SAT Scores Well Below 1963 Peak

At the same time, the scores are still well below what they were in 1963, the year before the drop began. The averages then were 478 on the verbal portion and 502 on the mathematics portion. The low point was reached in 1980, when the verbal scores averaged 424 and the mathematics scores averaged 466.

In 1986, when female test-takers outnumbered males for the 12th consecutive year, average verbal scores rose one point for women, to 426, and remained the same for men, at 437. In mathematics, average scores dropped one point for women, to 451, but rose two points for men, to 501.

As it had done in the past, the College Board prepared state-by-state comparisons of both verbal and mathematics scores for 1986. But the board also warned school officials and other recipients of the data that it "strongly discourages the comparison of states, school districts, schools, or any other subgroups on the basis of S.A.T. scores alone."

Useful interstate comparisons would require giving a common test to all students, the board said, but those who take the S.A.T. are "self-selected," and the participation rate varies from state to state. The board said it issued state-by-state data "both to insure that the information is accurate and to place it in the proper context."

Citing similar concerns about possible misuse of the data, the American College Testing Program continued its policy of releasing statewide scores only to individual state education agencies. In recent years the U.S. Department of Education has collected those figures from the states and published them each winter in a chart of state education statistics.

One million 1986 high-school graduates took the S.A.T., which is the most popular

Continued on Following Page

At Ball State U., a 37-Year-Old Vietnam Veteran Is First 'Non-Traditional' Student-Body Leader

By THOMAS J. MEYER

MUNCIE, IND.

It is, perhaps, the only time in the annals of student politics that a candidate for student-body president has brought up the Age Issue.

Students at Ball State University have heard before about improving communication on their campus. They have heard candidates promise to change the structure of student government. They have heard about better dances.

But until the final debate of last spring's campaign, they had never heard one candidate for student-body president ask publicly whether his opponent might simply be too old for the job.

Richard Tompkins, the 37-year-old Vietnam veteran who now holds the title of student-association president, says that was the comment that won him the election.

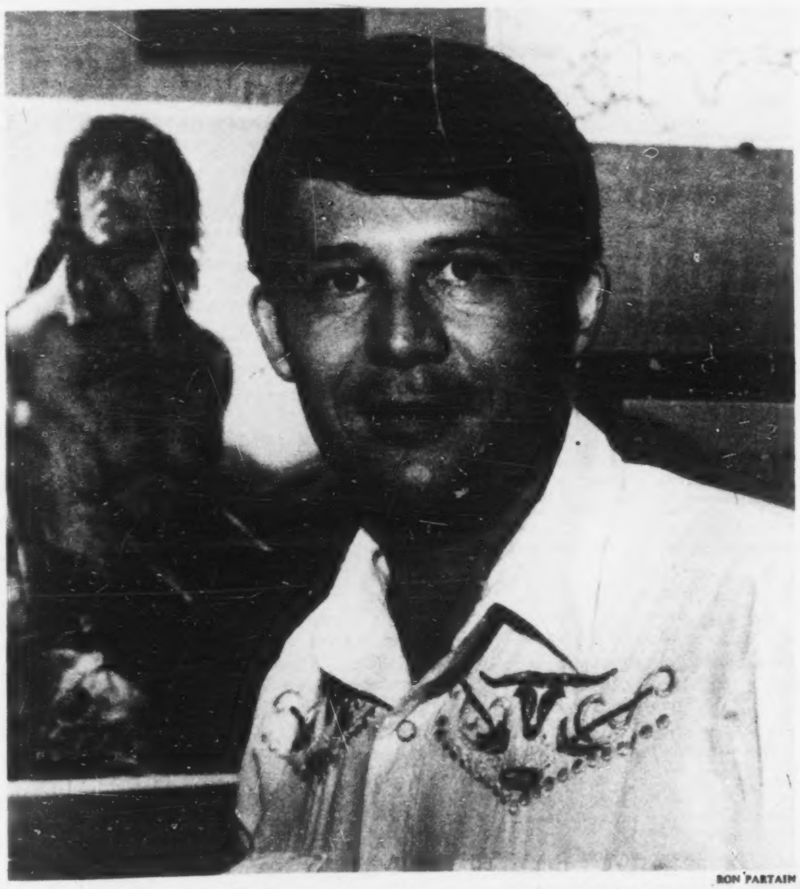
"Half this campus is older, non-traditional students," he says. "I think that comment drew more attention to what was going on. As we got more people listening, it helped us out."

Mr. Tompkins, now a senior, collected 61 per cent of the vote in the runoff election, enough to make him the first "non-traditional student" to hold the highest student-government office here.

Nearly 15 years following his return to Indiana after 6½ years of Marine Corps service, he is happily presiding over a bureaucracy of 20-year-olds.

He has gone from taking orders to doling

Continued on Following Page



RON PARTAIN

Richard Tompkins: 10 years ago people at Ball State treated him "like the plague." Now, people he has never met greet him by name in the street.

Average Scores Rise on ACT Test; SAT Results Steady

Continued from Preceding Page

college-admissions test in the East, while 729,000 took the A.C.T., which is the predominant test in 28 states, mostly in the Midwest, South, and West.

This year's A.C.T. figures showed gains in each of the test's four subjects—English, mathematics, social studies, and natural sciences. The highest score, 21.4, was in the natural sciences, while the lowest, 17.3, was in mathematics. With the exception of women's mathematics scores, which remained unchanged, subject scores for both men and women increased. In addition, scores for each racial and ethnic group increased, although white students continued to earn the highest composite scores.

This year's test statistics showed that students who took a core curriculum that included four years of English and three years or more each of mathematics, social studies, and the natural sciences were more likely to have above-average scores. Such students scored an average of 21.2, compared with a score of 17.5 for those who did not complete the core courses. A spokesman said that even among students with below-average high-school grades, those who completed the core program did better.

The president of the A.C.T. Program, Oluf M. Davidsen, said he believed that the national attention paid to educational quality was partly responsible for the gradual increase in A.C.T. scores.

25 Pct. Want Honors Courses

In addition to test scores, this year's A.C.T. report includes information about students' academic and career interests. Nearly half said that while in college they would want educational and career counseling. Forty per cent said they were interested in independent study, and 25 per cent said they wanted to take honors courses. Business and health professions were the most popular career choices, reported by 22 per cent and 13 per cent, respectively.

According to the College Board, the average of scores on the its 14 achievement tests remained unchanged from the 1985 figure, 540.

The achievement tests—in English composition, literature, mathematics, American and European history, and several sciences and foreign languages—were taken by 21 per cent of those who took the S.A.T., a group with much higher S.A.T. scores than the national averages.

Copies of the S.A.T. report, *College-Bound Seniors, 1986*, are available without charge from the College Board, Box AF, 45 Columbus Avenue, New York 10023-6917.

Because of a change in the organization's annual questionnaire to students who take its tests, this year's report—consisting of seven pages—contains fewer demographic data than previous reports have had, and no comparisons for ethnic groups.

More comprehensive data are expected to be made available again in succeeding years.

A summary of the A.C.T. report is available without charge from the American College Testing Program, Public Affairs Division, 2201 North Dodge Street, P.O. Box 168, Iowa City, Iowa 52243.

—JEAN EVANGELAUF
AND ROBERT L. JACOBSON

The ACT Assessment: Average Scores by Sex and Race

	English			Mathematics			Social studies			Natural science			Composite		
	1985	1986	Change	1985	1986	Change	1985	1986	Change	1985	1986	Change	1985	1986	Change
Men	17.6	17.9	+0.3	18.6	18.8	+0.2	18.3	18.6	+0.3	22.6	22.7	+0.1	19.4	19.6	+0.2
Women	18.6	18.9	+0.3	16.0	16.0	0.0	16.6	16.9	+0.3	20.0	20.2	+0.2	17.9	18.1	+0.2
American Indian	13.8	14.4	+0.6	11.6	12.1	+0.5	12.5	13.0	+0.5	17.1	17.7	+0.6	13.9	14.4	+0.5
Asian	17.3	18.0	+0.7	20.4	20.8	+0.4	16.9	17.4	+0.5	21.3	21.9	+0.6	19.1	19.6	+0.5
Black	13.3	14.0	+0.7	9.9	10.4	+0.5	11.2	11.7	+0.5	14.9	15.5	+0.6	12.5	13.0	+0.5
Mexican-American	14.9	15.6	+0.7	12.6	13.2	+0.6	13.1	13.7	+0.6	17.2	17.8	+0.6	14.6	15.2	+0.6
Other Hispanic	15.7	16.4	+0.7	14.5	15.1	+0.6	14.6	15.2	+0.6	18.4	18.9	+0.5	15.9	16.5	+0.6
White	18.8	19.2	+0.4	18.0	18.2	+0.2	18.2	18.6	+0.4	22.0	22.2	+0.2	19.4	19.7	+0.3
Total	18.1	18.5	+0.4	17.2	17.3	+0.1	17.4	17.6	+0.2	21.2	21.4	+0.2	18.6	18.8	+0.2

SOURCE: AMERICAN COLLEGE TESTING PROGRAM

The Scholastic Aptitude Test: Average State-by-State Scores

	Proportion taking SAT*	Verbal		Mathematics	
		1985	1986	1985	1986
Alabama	6%	481	476	513	514
Alaska	30	446	445	477	479
Arizona	11	473	466	512	509
Arkansas	4	481	482	517	519
California	38	424	423	480	481
Colorado	17	473	466	521	514
Connecticut	69	440	440	475	474
Delaware	50	444	442	474	475
Florida	38	421	426	463	469
Georgia	49	399	402	438	440
Hawaii	47	401	403	476	477
Idaho	7	472	475	510	512
Illinois	14	468	466	522	519
Indiana	47	415	415	460	459
Iowa	3	521	519	576	576
Kansas	5	504	498	550	544
Kentucky	6	491	483	529	519
Louisiana	5	473	474	503	507
Maine	46	432	434	466	466
Maryland	50	435	436	475	475
Massachusetts	66	434	436	472	473
Michigan	11	467	462	517	514
Minnesota	7	481	482	537	540
Mississippi	3	489	485	528	516
Missouri	11	475	476	518	519
Montana	9	492	485	547	541
Nebraska	6	497	493	549	549
Nevada	17	441	445	480	485
New Hampshire	57	450	450	489	485
New Jersey	65	425	424	464	465
New Mexico	8	484	489	521	527
New York	62	427	427	473	471
North Carolina	47	398	399	435	436
North Dakota	3	513	508	568	556
Ohio	16	460	460	504	503
Oklahoma	5	497	487	531	521
Oregon	42	444	444	484	486
Pennsylvania	52	428	429	465	465
Rhode Island	61	429	432	466	466
South Carolina	49	391	395	424	431
South Dakota	3	534	531	575	567
Tennessee	8	489	486	521	521
Texas	32	419	419	459	458
Utah	4	511	506	543	541
Vermont	54	441	442	478	474
Virginia	51	435	435	473	473
Washington	19	465	461	508	502
West Virginia	7	468	462	507	502
Wisconsin	10	477	478	534	536
Wyoming	5	495	484	539	534
National averages	**40%**	**431**	**431**	**475**	**475**

* Percentages are based on the number of high-school graduates in 1982 and the number of high-school seniors who took the S.A.T. in 1982, the most recent year for which graduation figures are available.

SOURCE: THE COLLEGE BOARD

A Vietnam Veteran Is Ball State U.'s Student-Body Leader

Continued from Preceding Page

them out—albeit gently and with a slight smile. In 15 years, he has turned from fighting the Vietcong to fighting apathy on the campus.

Mike Green, the 20-year old vice-president of Ball State's student association, says his running mate—who now lives in Muncie with his second wife—has added new perspective to the jobs of the university's young would-be leaders.

"There's a lot of things in this life—and in this job—that are fairly insignificant," he says. "You know, little things that get blown way out of proportion. Rick can use his experience to see what's really important in all this."

Mr. Tompkins traveled a fairly unlikely route to get the 20 miles down the road to Ball State from Anderson Senior High School.

Unlike most student politicos, he did not excel in high-school student government. In fact, he says, he didn't do much of anything in high school. "I just wanted to get through and get out," he says.

His family had no money—and he no plans—for college, so he worked for a year after high school, and then enlisted in the Marines.

He fought in Vietnam from 1969 until 1972 and returned to train Marine reserves in Indianapolis until he was injured in an auto accident.

In 1976 he enrolled at Ball State under a military vocational-rehabilitation program. He says the mid-70's were not a good time to be a veteran on a college campus.

"I just wasn't comfortable," he says. "There was too much anti-war sentiment still going around. I just kind of felt out of place. I kept pretty much to myself." He was often disturbed by discussions of the Vietnam conflict in his history classes.

After a difficult year, Mr. Tompkins returned to the Far East. For six years in Japan and Okinawa, he worked in a variety of jobs for the military and private businesses. He sold cars to returning veterans. He sold Ford products to the U.S. military. He stayed until 1983, when he was passed over for a promotion in an Air Force position.

"The other guy had a bachelor's degree, but I had the experience," he says. "He got the job, and I said, 'That's it. I'm going back to school.' " In 1984, Mr. Tompkins enrolled again at Ball State as a business major.

Change in Student Attitudes

The time since the mid-70's has made a difference for both Ball State and Mr. Tompkins, who says, "Maybe I just needed that time to get myself together after what I went through."

The campus has also come to accept veterans more readily. "We're more apt to defend ourselves now, rather than just standing for what people say," he says.

Mr. Tompkins now spends most weekday afternoons at his job in the university's veterans' affairs office. There, in addition to doing clerical work, he serves as a peer counselor for other veterans on the campus.

Students' attitudes have changed so much, in fact, that in his student-government campaign, rather than hiding his background, he played it up. He often campaigned wearing a flight jacket bearing the words "U.S. Marines–Vietnam."

Now, on the wall of the president's office, hangs a large poster from *Rambo: First Blood Part II*, the movie about a heroic veteran returning to Vietnam to rescue prisoners of war.

Mr. Tompkins says he has become increasingly aware of the special concerns of so-called non-traditional students. At Ball State, he says, most student groups are run by students of traditional college age. For the past few years, for example, the university's student government has been controlled primarily by representatives of fraternities and sororities.

He decided to run for office in part because he thought older students were being ignored by such groups.

"I think it threw some people off when he ran," says Ken Lowe, a senior and the student association's director of government affairs. "You just never thought of someone so old running for student government. It caught everyone off guard."

Beth Harris, a senior who covers the student association for the Ball State *Daily News*—normally a feisty critic of student government—says Mr. Tompkins's age and demeanor have separated him from the average student-government figures, adding credibility to the student association.

"Rick was just very different from the rest of the candidates. Most of them come in with the innocuous ideas and not real plans. He seemed to kind of rise above the stupid things that usually go on on campus."

Mr. Tompkins's objectives hardly set him apart from the average student-government leader. He has worked to improve contact with the student body by publishing a student-association newsletter. He hopes to develop a plan to ease the campus's transition from quarters to a semester system. He wants to decrease the size of the student senate from its present 95 members.

In fact, he says, he has purposely avoided taking special actions for non-traditional students, so he won't appear to be favoring certain groups.

But many on the campus say his presence in office has made a great deal of difference for the approximately 7,000 students here who are in their late 20's and 30's, returning to college or coming for the first time.

"It was the first time a lot of people had even considered the concerns of non-traditional students," says Mr. Lowe, the director of governmental affairs.

"You see them around campus. You see them in classes. You sit beside them. You talk to them. Now here's one of them, and look what he's doing."

Student-government officials here say Mr. Tompkins's age has offered them an advantage in dealing with Ball State's administrators. "He can go in and talk to them almost as equals. That gives us credibility," says Mr. Green, the vice-president.

In a way, his position at the top of Ball State's student association has given Rick Tompkins something of a new life. Ten years ago on this campus, people treated him "like the plague," he says. Now, people he has never met greet him by name in the street.

That sort of experience makes college life enjoyable, he says. As he stands in front of a room of student senators, a half-smile on his face reveals a man having a pretty good time.

He says his life-and-death experiences in Vietnam did much to change his attitudes about involvement in his community. "In some ways, it helped me," he says. "It made me see that life is short. You can go anytime. You've got to make the most of it."

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News Summary

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Scientists are amassing evidence that life began through chemical evolution. Story on Page 6.

Faculty members at Boston University are managers and not entitled to unionize, the National Labor Relations Board has ruled. Story on Page 13.

The Supreme Court will take on cases involving affirmative action and "creation science" as it begins its new term. Story on Page 19.

Professors in California are lobbying against an initiative that would limit state employees' salaries. Story on Page 19.

A chart showing how tax reform will affect colleges, students, and faculty members appears on Page 25.

Accreditation should be perceived as a means of enhancing educational excellence, an advisory panel has said. Story on Page 30.

A contest to create a plan for the University of Miami campus yielded designs from the medieval to the Disneyesque. Story and a sample of winning entries begin on Page 32.

The Foundation Center has been keeping track for 30 years of what foundations do with their money. Story on Page 37.

College students seem to be avoiding crack, the potent distillate of cocaine. Story on Page 43.

No lawsuits have yet been filed challenging the legality of testing athletes for drugs. Story on Page 45.

Serious financial problems are widespread among Canadian universities. Story on Page 47.

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5-Year Extension of College-Aid Act Voted by Congress

Reagan plea for cuts rejected; help for older students added

WASHINGTON

Congress has passed and sent to President Reagan legislation that would extend the Higher Education Act of 1965 for five years.

The legislation revises many existing programs and authorizes the creation of a variety of new ones, ranging from new aid for the construction and renovation of campus facilities to increased support for graduate education.

A point-by-point summary of the provisions in the higher-education bill passed by Congress appears on Pages 28 and 29.

Passage of the legislation marked the first time that Congress had made a significant effort to help the growing number of college students who are not like the traditional 18- to 22-year-olds who live on campuses and are full-time students.

The measure would allow "non-traditional" students, who take only a course or two and are often single parents who work full time, to apply for student aid. It would also encourage colleges to make it easier for such students to take courses by providing child care and other services for them.

Although the Reagan Administration has long been asking lawmakers to make deep cuts in student-aid programs, Congress largely rejected those pleas in its extension of the government's basic financial-assistance programs.

While the legislation would tighten the rules governing eligibility for student aid, it would allow the size of the maximum Pell Grant for low-income students to grow by $200 annually and would raise the amount of federally subsidized loans that students may borrow.

CHASTISED AND REBUKED

Science, Politics Mix in Brouhaha over Field Test of New Pig Vaccine

DELTON SELF

Saul Kit: "In science, you don't settle issues by pork barrel or by horse trading or by any other political means."

By COLLEEN CORDES

LOMETA, TEX.

Here in the lonesome hills of central Texas, a wild boar bulldozed under a wire pigpen and had his way with at least one sow in heat.

That night of wild sex nearly three years ago begat the saga of Saul Kit. And a more fitting scene-setter could hardly be imagined for the entire, passionate affair.

This is a tale of the politics and public relations of science, and of the risks for universities and their faculties as the revolution of biotechnology literally hits the fields of America.

Mr. Kit, a biochemical virologist at the Baylor College of Medicine, let Texas authorities use his experimental, genetically engineered vaccine to fight an outbreak of pseudo-rabies on two hog farms. The disease—a kind of herpes that can be deadly to hogs and financially crippling to hog farmers—apparently was spread through the snouts of promiscuous wild boars, like that first intruder.

The results of the field test, one state veterinarian says, bode so well for the development of other vaccines that Mr. Kit "should get a Nobel Prize."

Instead, he has been chastised by Congress, rebuked by a special Baylor panel, and cast in a less-than-glowing light by the press. Even now, the National Institutes of Health are investigating whether Mr. Kit violated federal

Continued on Page 10, Column 2

No Imminent Threat to Catholic Colleges' Freedom Seen in Vatican Ban on Teacher

GLENN MATSUMURA

The Rev. William J. Rewak, president of Santa Clara University: "Dissent is required, if we are to grow at all."

By ZOË INGALLS

The Vatican's decision to revoke a prominent scholar's license to teach theology at the Catholic University of America poses no immediate threat to academic freedom at other Roman Catholic colleges and universities in this country but could have a "chilling" effect on theologians at those institutions, some observers say.

Young and untenured theologians, in particular, may become reluctant to speak their minds, the observers say, and the "cream of the crop" of recent Ph.D. recipients may shy away from posts at Catholic institutions.

The Vatican's action, in which it withdrew the Rev. Charles E. Curran's license to teach theology in the name of the church, represents "a kind of warning shot across the theological bow—a warning for people not to diverge from the church line in any way," says the Rev. Richard A. McCormick, professor of Christian ethics at the University of Notre Dame.

Father Curran, a moral theologian who has been a faculty member at Catholic University since 1965, was ordered by the Vatican to retract positions—on abortion, birth control, premarital sex, and other issues—that were at variance with official

Continued on Page 14, Column 1

student for putting up posters against a homosexual-rights event.

Wayne Dick, a junior, was disciplined by the Yale College executive committee in May. He had been placed on probation for two years, but appealed the decision on the grounds that his right to freedom of expression had been violated.

The case has received extensive national media attention, focusing on the alleged violation of the student's First Amendment rights. Mr. Dick received support for his appeal from many Yale professors.

"The committee's judgment was governed by a well-established set of procedures that were in no way altered by the extraordinary publicity surrounding the case," said Sidney Altman, the dean of Yale College.

Mr. Dick was disciplined after he put up posters satirizing a Yale event known as Gay and Lesbian Awareness Days.

Ohio Issues Warning to 4 Bible Colleges

The Ohio Board of Regents has warned four Bible colleges in the state that action to shut them down will begin next week unless they either prove they existed before 1967 or seek certification, which entails a review of such things as curriculum, faculty, and support services.

Ohio law requires each institution calling itself a college or university to apply to the board for certification. The only institutions exempted are those that existed before 1967.

The regents issued the warning after a series of articles in the Columbus *Dispatch* revealed that Massillon Baptist College, Harvest Temple Bible College, Fundamental Baptist College, and Heritage Baptist Academy, four church-related institutions with small enrollments, were offering degrees and credits, but had not been certified to do so.

Church officials have maintained that the state has no right to interfere in church teaching, but a spokesman for the board said the law insures "quality control" and does not meddle in what colleges teach.

Corrections

► Daniel C. Thompson, the author of *The Black Elite* (*The Chronicle*, September 24), was incorrectly identified as Donald C. Thompson.

► In a Fact-File of tuition and fees (*The Chronicle*, August 6), figures for several institutions were incorrect. Tuition at Concordia Teachers College this academic year is $4,820. At Denver Technical College, it was $4,130 last year and $4,565 this year. Tuition at the University of Delaware was $2,194 last year and $2,305 this year; out-of-state students will pay an additional $2,995 this year. At the Citadel, the Military College of South Carolina, total mandatory costs this year amount to $6,551. Of that sum, $1,745 goes for tuition and fees, and $4,806 pays for room, board, health care, uniforms, laundry, books, and other expenses.

A 'Political Animal' Girds for Tough Washington Battles

New head of independent-college association hopes to show institutions aren't selfish

By STACY E. PALMER

WASHINGTON

Richard F. Rosser hasn't even moved here yet and already he's worried about becoming too much of a Washington insider.

The former DePauw University chancellor took over last week as president of the National Association of Independent Colleges and Universities, one of the major groups that represents colleges on Capitol Hill. Since he was named to the post only a few days before he took office, he has not even had time to find a house here for his family.

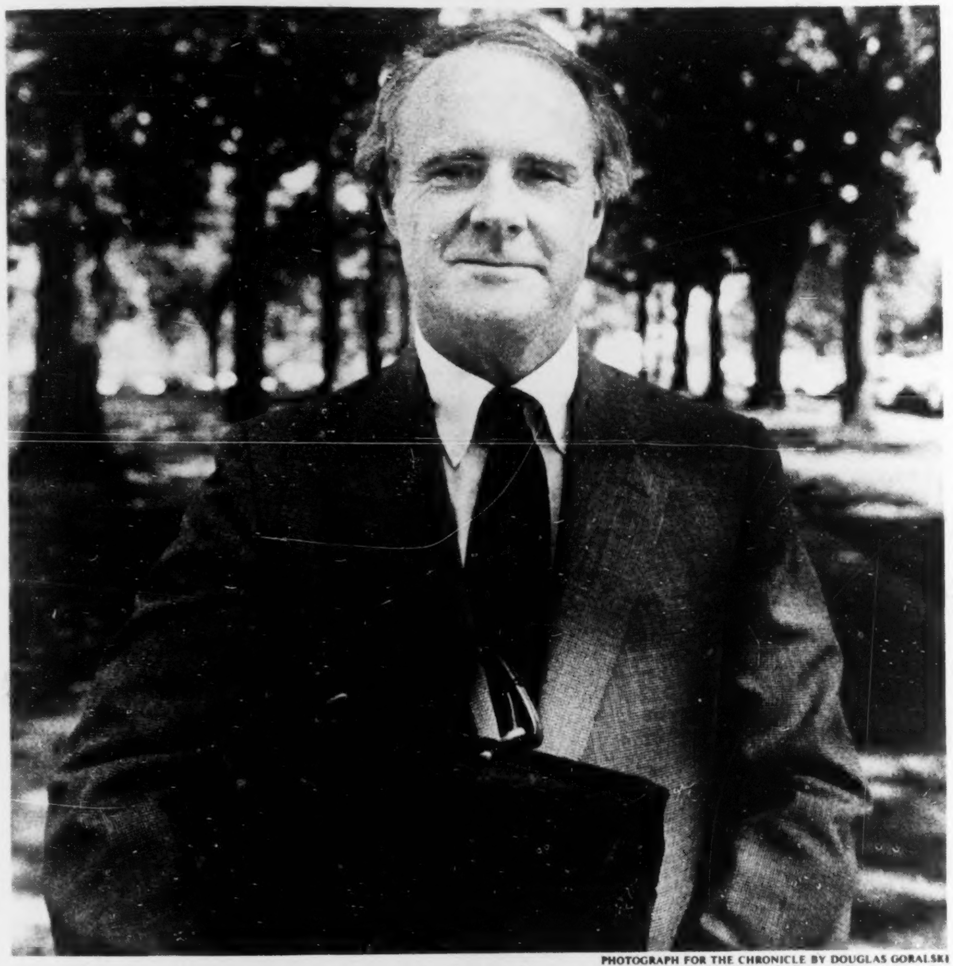
Reflecting on his new position last week, Mr. Rosser sounded a bit like a just-elected member of Congress, as he insisted that the last thing he wants to do is to get so caught up in the political whirl that he forgets what it's like out in the world beyond the borders of the nation's capital.

Already, Mr. Rosser says, he's planning to get out of town as much as he can, to stay in close touch with the needs of the more than 800 college presidents his organization represents.

"I want to retain my knowledge of what's going on in the little cities of America where these campuses are located," says Mr. Rosser. "You have to be sensitive to what's going on out there. You have to know what it's really like out there for parents who are thinking about sending their kids to college. Where does that rank in terms of their desires? Where does that rank compared to their support for the Strategic Defense Initiative, which they don't even understand?"

Mr. Rosser replaces John D. Phillips, who stepped down after 10 years as president of the association. [illegible] post since the organization was founded in 1976.

Mr. Rosser, a political scientist who was dean of the faculty at Albion College before he became president of DePauw in 1977, is best known for his abilities as a fund raiser. During his presidency (he stepped down from that job in June to become chancellor) he launched one of the largest capital campaigns ever run by an institution of its size. In three years, the fund drive has raised more than $100-million for DePauw.



PHOTOGRAPH FOR THE CHRONICLE BY DOUGLAS GORALSKI

Richard Rosser: "What we've got to do now is change the perception about what higher education is. There are people who don't seem to understand what is unique about colleges and universities."

Trumpet Player at Halftime

Mr. Rosser is a retired Air Force colonel who joined the military during the Korean War and taught at the U.S. Air Force Academy for 12 years. Colleagues call him a "Renaissance man." His interests range from photography to sports cars. He has been known to play the trumpet during halftime shows at DePauw football games.

About 50 people applied to head the private-colleges group and join the inner circle of Washington higher-education association chiefs, who are sometimes casually referred to as "the Brethren." Many of the applicants had close ties to Capitol Hill and had accumulated extensive experience dealing with the federal bureaucracy. Those involved in the selection of the president said they had chosen Mr. Rosser, who has done some lobbying but has never before been inti- [illegible] Washington politicking, because they believed he would be an eloquent spokesman for higher education and that, as a recent college president, he would have a high level of credibility when he talked to lawmakers about the problems facing campuses.

Mr. Rosser may not have been enmeshed before in the workings of the federal government, but, he says, "I guess I think of myself as a political animal, as any college president must be in this day and age. It just goes with the territory."

Mr. Rosser took over as head of N.A.I.C.U. just as Congress was putting the finishing touches on two pieces of legislation that are likely to have a dramatic impact on colleges well into the next decade. A five-year extension of the Higher Education Act, which governs dozens of programs that help colleges and students, has been passed by Congress, as has new tax legislation that has the potential to hurt private colleges—particularly large research institutions—far more than it would harm public colleges and universities.

Private colleges suffered a heavy blow, when, for the first time in a major piece of tax legislation, Congress voted to allow public colleges more generous use of tax-free bonds than private institutions. And the new curbs on the deductibility of charitable contributions are expected to be particularly tough on many private institutions that have long counted on incentives in the tax code to help them raise money.

Technical Corrections Needed

But just because those major legislative endeavors have been completed, college representatives can hardly take a rest from pressing their case with members of Congress and the Administration. Still ahead are tough battles to get Congress to allocate more money for college programs next year, even though the federal budget deficit continues to pose severe economic problems. And lawmakers will have to make so-called technical corrections to the legislation passed this year—many of which will not be merely technical but will overturn policy decisions that have just been made.

As he prepares to ask Congress to give back some of the tax incentives it has taken away, Mr. Rosser says, "What we've got to do now is change the perception about what higher education is. There are people who don't seem to understand what is unique about colleges and universities. They have the mistaken view that we're profit-making institutions, and they don't realize how hard it is to keep a college going.

"We've been called selfish, but that's by people who don't understand what we do. What we're trying to do is keep our institutions going because they serve a public purpose," he says. "We are about the least selfish institutions in this country. We're attempting to prepare American citizens to serve society."

It is not only new battles in Washington that concern private-college presidents. They have many other problems, such as the dramatic decline in the number of people who are of college age and the intense competition for those individuals, which is expected to be fierce. What's more, many parents of college-age students believe they can't afford the high cost of sending their children to private colleges—regardless of whether that's really the case.

In addition, state legislators are demanding more of higher education than they have for many years, and private foundations and individual philanthropists are facing difficult choices as they are deluged with more and more requests for financial help.

Colleagues say Mr. Rosser is the right man to help private colleges cope with the years ahead. Says Walker Gilmer, who has has taught English at DePauw since 1963: "He's immensely likable, but he's very determined and can be a real fighter."

Even though Mr. Phillips announced last winter that he would retire this month, N.A.I.C.U. officials did not decide upon Mr. Rosser's appointment until late in September.

The Higher Education Amendments of 1986:

Student Financial Aid

College Work-Study

- Requires that each college or university receive at least as much money to give to students as it received in academic 1985-86. 75 per cent of any additional funds will be allocated to institutions based on the financial need of their students, and 25 per cent will be distributed equally among institutions.
- Increases the portion of federal funds that colleges must match from 20 per cent to 25 per cent in academic 1989-90 and to 30 per cent in 1990-91 and thereafter.
- Makes students at proprietary institutions eligible.
- Requires colleges that count part-time students in the calculation of aid they receive to distribute a "reasonable proportion" of the money to such students.
- Allows colleges to use some of their money to aid students employed by profit-making organizations and to finance job-placement programs.

Guaranteed Student Loans

- Increases the borrowing limit for a student's entire postsecondary education from $25,000 to $54,750.
- Increases the amount an undergraduate can borrow per year from $2,500 for five years to $2,625 for the first two years and $4,000 for three additional years.
- Increases the amount a graduate student can borrow per year from $5,000 to $7,500, both for five years.
- Requires all borrowers to meet a financial-needs test. Such a test is now required only of borrowers whose families earn more than $30,000.
- Raises the interest rate from 8 per cent to 10 per cent during the fifth year of repayment.
- Continues the practice of having borrowers begin repayments six months after leaving college.
- Continues to give borrowers 10 years to repay loans.
- Permits lenders to continue to deduct a 5-per-cent "origination" fee from the face value of each loan.
- Reduces interest subsidies to lenders from 3.5 per cent to 3.25 per cent.
- Bars lenders from using inducements to encourage students to borrow.
- Gives financial incentives to loan-guarantee agencies in states that enact laws allowing them to withhold up to 10 per cent of the wages of state employees who have defaulted on student loans.

National Direct Student Loans

- Increases the amount an undergraduate can borrow from $3,000 to $4,500 per year for the first two years, from $6,000 to $9,000 for the entire undergraduate education, and from $12,000 to $18,000 for the entire postsecondary education.
- Maintains the interest rate at 5 per cent.
- Allows students to begin paying back their loans nine months after they leave college, rather than six months as previously provided.
- Requires that each college or university receive at least as much money to give to students as it received in academic 1985-86. 75 per cent of any additional funds will be allocated to institutions based on the financial need of their students and 25 per cent will be distributed equally among institutions.
- Requires institutions to continue to match 10 per cent of federal funds.
- Requires colleges that count part-time students in the calculation of aid they receive to distribute a "reasonable proportion" of the money to such students.

New Spending Ceilings

	Current Ceiling	Current Appropriation	New Ceiling
College Work Study	$830,000,000	$567,000,000	$656,000,000
Guaranteed Student Loans	n/a	3,260,000,000	3,200,000,000*
National Direct Student Loans	653,000,000	208,000,000	275,000,000
Pell Grants	4,444,000,000	3,578,000,000	4,600,000,000
State Student Incentive Grants	250,000,000	73,000,000	85,000,000
Supplemental Grants	725,000,000	395,000,000	490,000,000
Academic facilities	260,000,000	51,400,000	100,000,000
College libraries	86,000,000	6,700,000	30,000,000
Community development	55,000,000	0	17,000,000
Continuing education	63,000,000	0	10,000,000
Cooperative education	35,000,000	13,800,000	17,000,000
Developing institutions	270,000,000	135,000,000	245,000,000
Disadvantaged students	490,000,000	176,000,000	205,000,000
Education research and statistics	175,000,000	56,900,000	72,200,000
Fund for Improvement of Postsecondary Education	50,000,000	12,200,000	17,500,000
Graduate education	130,000,000	16,500,000	90,000,000
International education	87,500,000	25,500,000	55,000,000
Migrant-aid programs	18,000,000	7,500,000	9,000,000
Teacher training	81,000,000	9,800,000	60,000,000

n/a Not available * Estimated because program is an entitlement

- Eliminates new loan money to colleges at which more than 20 per cent of the former students have defaulted on their loans, beginning in academic 1987-88. Beginning in academic 1991-92, the minimum default rate will drop to 15 per cent. Colleges with default rates of between 7.5 per cent and 20 per cent will have their money reduced beginning in academic 1987-88, and those with default rates between 7.5 per cent and 15 per cent will have their money reduced beginning in academic 1991-92. Now, loan money is not reduced until the default rate exceeds 10 per cent and is not eliminated until the rate exceeds 25 per cent.
- Renames the program "Perkins Loans," after Carl D. Perkins, the late chairman of the House Education and Labor Committee.

Pell Grants

- Increases the maximum annual grant from $2,100 to $2,300 or 60 per cent of college costs, whichever is less, in academic 1987-88. The maximum grant will grow by $200 annually after that.
- Eliminates in academic 1989-90 the requirement that a student take at least half a full course load to be eligible.
- Continues the requirement that students must pass a needs test in order to be eligible.
- Maintains the minimum grant at $200.

State Student Incentive Grants

- Increases the maximum annual grant from $2,000 to $2,500.
- Allows states to use up to 20 per cent of their funds for on- and off-campus work-study programs.
- Continues to require each state to provide matching funds every year equal to the average annual amount of federal funds it received over the three preceding years.

Supplemental Educational Opportunity Grants

- Raises the maximum annual grant from $2,000 to $4,000.
- Decreases the minimum grant from $200 to $100.
- Requires that each college or university receive at least as much money to give to students as it received in academic 1985-86. 75 per cent of any additional funds will be allocated to institutions based on the financial need of their students and 25 per cent will be distributed equally among institutions.
- Requires colleges to match 5 per cent of federal funds in academic 1989-90, 10 per cent in academic 1990-91, and 15 per cent in academic 1991-92 and thereafter. There are no matching requirements now.
- Requires colleges that count part-time students in the calculation of aid they receive to distribute a "reasonable proportion" of the money to such students.

Supplemental Loans for Students and Loans for Parents

- Increases annual borrowing limits per student from $2,500 to $3,000 for undergraduates and from $3,000 to $4,000 for graduate students and parents borrowing to pay for their children's education.
- Changes the interest rate from 12 per cent to a rate equal to the 91-day Treasury bill plus 3.75 percentage points.
- Allows students and parents currently repaying loans at 12 per cent to pay a $100 fee to refinance them at the new rate.

Loan Consolidation

- Establishes a new program under which students who borrow at least $5,000 could consolidate federal direct, guaranteed, and supplemental loans, as well as Health Professions Student Loans, into a single monthly payment with an interest rate of at least 9 per cent. They will have up to 25 years to repay.

Financial Independence

- Sets new standards for students to be considered financially independent of their parents—and therefore, in most cases, eligible to receive more aid.
- Considers all students 24 and older to be financially independent.
- Considers students under age 24 to be financially dependent unless they are orphans, wards of the court, veterans, graduate students not claimed as dependents on anyone else's tax return, married and not claimed as dependents on anyone else's tax return, unmarried but have legal dependents, or not claimed as dependents on anyone else's tax return and can prove that they earn at least $4,000 annually.

General Eligibility for Aid

- Requires recipients to have at least a C average, or grades consistent with their colleges' graduation requirements, to receive aid after their sophomore year.
- Requires students who have not earned a high-school diploma or the equivalent to take a test or complete a counseling program before they can receive aid.
- Requires a student to earn at least $700 to qualify for aid other than Pell Grants.

Miscellaneous Provisions

- Prohibits the Education Department from requiring colleges to check the accuracy of information on more than 30 per cent of aid applications.
- Authorizes $5-million for a pilot program to test the concept of requiring students to repay National Direct Student Loans based on income after graduation.
- Requires colleges to certify that they have a drug-prevention program before their students can receive federal aid.
- Requires the Education Department to simplify the financial-needs test it uses for very-low-income students.
- Requires colleges to inform all student borrowers of the average monthly repayment they will face after they leave school.
- Requires the Education Department to establish a toll-free student-aid-information telephone number.
- Requires the Education Department to establish a nationwide, computerized information bank on student loans containing the names of all student borrowers and the amount of their loans.
- Requires the Secretary of Education to collect data on student-aid recipients at least every three years.
- Creates a National Commission on Responsibilities in Financing Postsecondary Education to identify the role of families, students, colleges, and the government in paying students' college costs.
- Establishes an Advisory Committee on Student Financial Assistance, independent of the Education Department, that has the authority to make recommendations directly to Congress concerning financial needs analyses and other components of student-aid programs.
- Allows colleges to require foreign students to prove they have money to pay tuition and fees before they enroll.

Academic Facilities

- Creates a new corporation to guarantee and insure bonds and loans for the construction and renovation of academic facilities. Most of the money is supposed to go to colleges that cannot obtain financing from private sources.
- Continues existing programs of grants and low-interest loans for construction and renovation of academic facilities.

Child Care

- Establishes a $15-million program of grants to colleges to help them provide child care for disadvantaged students.

College Libraries

- Continues grants to libraries, but for the first time requires them to prove they are needy.
- Continues programs that train library personnel and provide aid for college research libraries.
- Establishes new $5-million grant program to help colleges equip their libraries with computers and other materials needed to modernize facilities.

What They Mean for Colleges and Students

PHOTOGRAPH FOR THE CHRONICLE BY BRUCE KATZ

During deliberations on the Higher Education Act, Sen. Robert Stafford, center, confers with an aide. Sen. Claiborne Pell is at right.

Community Development

- Creates a new $10-million program to encourage colleges to work with local governments, labor unions, and businesses to spur economic development.
- Continues grants to urban universities to help them solve the problems of the areas in which their campuses are located.
- Authorizes $2-million for the City University of New York to establish the Wagner Institute of Public Policy to coordinate resources for the development of solutions to pressing urban and social problems.

Continuing Education

- Creates a new program aimed at helping colleges develop course materials, counseling programs, and other types of assistance for non-traditional students, who are generally older and are enrolled in only a course or two at a time.
- Extends the life of the National Advisory Council on Adult Education.

Cooperative Education

- Extends grant program for colleges that offer students opportunities to take off-campus, paid jobs closely related to their career and academic interests.
- Requires colleges gradually to take over paying most of the costs of operating such programs.

Developing Institutions

- Creates a new $100-million grant program specifically for historically black colleges.
- Authorizes $120-million to help improve other colleges, with 25 per cent earmarked for institutions that are not historically black but serve large numbers of minority-group students and about $51-million reserved for community colleges.
- Authorizes $20-million for grants to help colleges build endowments.

Disadvantaged Students

- Continues to authorize money though four federal programs designed to identify and counsel bright students from disadvantaged backgrounds. The programs are Talent Search, Upward Bound, Student Support Services (formerly named Special Services for Disadvantaged Students), and Educational Opportunity Centers.
- Expands Student Support Services to help college juniors and seniors interested in enrolling in graduate school.

Education Research and Statistics

- Extends the authority of the Department of Education to conduct research on education and collect statistics.
- Earmarks $17.7-million for federal education-research centers and $17-million for education-research laboratories.
- Encourages the Education Department to support more studies by individual researchers, rather than those affiliated with federal education laboratories and centers.
- Sets new priorities for research, such as the effect of equal educational opportunity on minority-group students.
- Requires use of peer review to award research contracts except in unusual circumstances.

Fund for the Improvement of Postsecondary Education

- Continues the existing grant program to encourage colleges to try innovative projects.
- Creates a new $3-million grant program to encourage students to do community service in exchange for financial aid or other educational services.

Graduate Education

- Establishes a new $10-million program to help colleges prepare minority-group students for graduate school.
- Creates a new $30-million program to help colleges improve their graduate programs in areas of national need, such as engineering and computer science.
- Continues the fellowship program for women and minority-group students who pursue graduate study, and renames the fellowships for Patricia Roberts Harris, former Secretary of Health, Education, and Welfare.
- Continues the fellowship program for students who pursue graduate studies in the arts, humanities, and social sciences, and renames the fellowships for the late Sen. Jacob K. Javits of New York.
- Continues programs for counseling and training disadvantaged students who plan to apply to law school and clinical programs for law students.

International Education

- Creates new summer institutes to provide intensive language training to college faculty members and schoolteachers.
- Establishes a new program to help colleges buy periodicals published outside the United States.
- Authorizes a study of the feasibility of establishing a National Endowment for International Studies.
- Continues grants to colleges that operate international-studies centers and fellowships for students who are enrolled in programs run by such centers.
- Continues programs that encourage colleges and universities to develop collaborative programs with American companies that conduct research abroad.

Migrant-Aid Programs

- Continues programs that encourage children of migrant and seasonal farm workers to finish high school and attend college.

Minority Students in Science

- Continues the program to upgrade the teaching of science at colleges and universities that enroll large numbers of minority students.

Teacher Training

- Continues a $13.5-million scholarship program for bright high-school students who promise to become schoolteachers, and renames it the Congressional Teacher Scholarship Program.
- Continues a $2-million fellowship program that gives stipends to outstanding teachers so they can take sabbaticals and upgrade their professional skills, and renames the fellowships for Christa McAuliffe,the schoolteacher who died on the space shuttle *Challenger*.
- Creates a new $3.5-million grant program to retrain people who want to change jobs and become teachers.
- Creates a new $15-million program of grants for projects that encourage colleges to collaborate with high schools to improve the quality of instruction at the secondary level and help students from low-income areas.
- Creates a new $15-million grant program to establish centers to help teachers and school administrators sharpen their skills.
- Creates a new $10-million program of grants to improve the quality of school administrators.
- Authorizes $1-million so that every state can set up a committee to examine how teacher-education programs should be adapted to meet local needs for recruiting and retraining schoolteachers.

Veterans' Cost-of-Instruction Payments

- Extends a program of grants to colleges to help them recruit and provide special educational services for veterans.
- Bases payments on the total number of veterans enrolled at a college. Payments are now based on the number of veterans enrolled who receive veterans' educational benefits or vocational-rehabilitation services or who are disabled.
- Establishes a $1,000 minimum award.
- Changes the name to Veterans Education Outreach Program.

Miscellany

- Requires colleges to inform the Education Department of contributions from foreign sources that exceed $250,000.
- Extends the authority of the National Advisory Committee on Accreditation and Institutional Eligibility.
- Authorizes $1-million for a Congressional committee to study the system used by the Education Department to determine which colleges federal student-aid recipients may attend.
- Extends through fiscal 1988 the U.S. Institute of Peace.
- Extends the Carl Albert Congressional Research and Studies Center.
- Extends the Robert Taft Institute, which trains schoolteachers in American political and governmental affairs.
- Authorizes an Institute of American Indian and Alaskan Native Culture and Arts.
- Creates a Native Hawaiian Culture and Art Development program to support research and scholarship in Hawaiian cultural and artistic history.
- Requires the Department of Education's research branch to conduct studies of the following issues: the escalating cost of higher education, the supply of and demand for schoolteachers, and how student-aid formulas should be changed to take into account the problems of farm families.
- Requires the General Accounting Office to examine how volunteers can best be used in the classroom, the practices of state loan-guarantee agencies and multi-state guarantors who participate in the Guaranteed Student Loan Program, the feasibility of allowing student borrowers to establish multiple-year lines of credit, the effect of allowing banks to distribute student-loan checks in increments throughout the academic year instead of in one lump sum, and the cost and efficiency of allowing students to consolidate their loan repayments.

All authorization figures are for fiscal 1987. The measure provides overall spending ceilings but does not allocate any money to colleges or students. That must be done through separate appropriations bills each year.

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News Summary

Articles on inside pages

Higher education could still face a tough battle for federal funds if the Democrats take control of the Senate next year. Story on Page 24.

Lobbyists for colleges and universities say dealing with state legislatures isn't as simple as it used to be. Story on Page 25.

Most Catholic seminaries in the United States are "generally satisfactory," according to a report to the Vatican. Story on Page 2.

David McLaughlin announced his resignation as president of Dartmouth College. Story on Page 3.

"Neural networks" help scientists study the brain by modeling the way neurons work. Story on Page 6.

Faculty members at Indiana University are taking physics classes to try to discover why students find the subject so difficult. Story on Page 18.

The plunge in the price of crude oil has had a pronounced effect on the charitable giving of petroleum companies. Story on Page 39.

Efforts to make colleges accountable for what students learn are trivializing the baccalaureate degree, Ernest Boyer said last week. Story on Page 41.

The University of Akron is entering big-time college sports with the hiring of Gerry Faust, former football coach at the University of Notre Dame. Story on Page 45.

Military forces have moved onto the campus of South Africa's University of Fort Hare to try to end a boycott of classes. Story on Page 49.

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BOOSTING U.S. COMPETITIVENESS

White House Pushing Campus Centers for Interdisciplinary Science Research

By KIM McDONALD

WASHINGTON

Federally sponsored university research centers that bring together scientists from a variety of disciplines to work on problems of interest to American industry are being promoted by the Reagan Administration as an effective way to improve the country's scientific and industrial competitiveness.

Top scientists in the Administration, who have been trying in the past year to increase the number and scope of the centers, say the creation of more such facilities would not only stimulate greater industrial support of and participation in university research, but also help break down the institutional barriers that now make it difficult for researchers in different university departments to work together.

By concentrating resources and talent at specific universities, those scientists argue, such centers would make the most efficient use of federal research support to stimulate new advances. And by working closely with industry, they say, the centers would improve the transfer of fundamental research developments to companies and provide students with the type of training relevant for careers in industry.

Closed-Door Sessions

The idea for their development came from closed-door meetings last year in which White House science officials were told by science leaders from universities and industry that advances in many areas of science and technology, such as biotechnology, increasingly required the

Continued on Page 8, Column 1

Education Secretary Calls for Fundamental Changes in Colleges; ACE President Hits 'Guns over Butter'

Bennett

CAMBRIDGE, MASS.

Education Secretary William J. Bennett last week warned colleges and universities that unless they make some fundamental changes both in the way they teach their students and in their tactics for seeking aid in Washington, public support could wane in the years to come.

"There is an extraordinary gap between the rhetoric and the reality of American higher education," said Mr. Bennett. "The gap is so wide in fact, that we face the real possibility—not today, perhaps not tomorrow, but someday—of an erosion of public support for the enterprise."

In a wide-ranging speech prepared for delivery at Harvard University, Mr. Bennett sharply attacked college lobbyists in Washington, who he said care about little more than obtaining federal dollars for their institutions.

"I have never seen a greater interest

Continued on Page 27, Column 1

Atwell

SAN FRANCISCO

Robert H. Atwell, president of the American Council on Education, accused the Reagan Administration last week of encouraging an "unregulated pursuit of self-interest" in the United States and of making a "diminished commitment to investing in the overall social good."

"By defining the common good as national defense, this Administration has rationalized abandoning those unable to compete and has chosen guns over butter," Mr. Atwell said.

He made the charges in a speech to nearly 1,000 college and university administrators at the council's annual meeting here. They responded with prolonged applause.

As head of higher education's "umbrella" organization, Mr. Atwell also used the occasion to warn campus leaders that competitive forces within academe were getting "out of hand" and causing "a public

Continued on Page 26, Column 1

University Unrest Curbed in Chile by State of Siege

Students and professors vow to restore campus democracy

SANTIAGO

A state of siege imposed after a failed assassination attempt against Gen. Augusto Pinochet appears to have quelled, at least for the moment, what had been a rising tide of student and faculty unrest at Chile's universities.

Student leaders and professors say, however, that the superficial quiet on their campuses masks continuing efforts to force through measures to make the universities more democratic and to undo the effects of years of strict control by General Pinochet's government.

Students have vowed to defy a government ban on elections for student federations, and faculty members are pushing for the replacement of government-appointed administrators and deans with those chosen democratically.

The state of siege, introduced only days before the 13th anniversary of the September 11, 1973 coup d'état that brought General Pinochet's regime to power, is widely viewed by students and professors as an attempt to silence mounting opposition rather than root out those responsible for the ambush in which five of the Chilean President's bodyguards were killed.

"If Pinochet intended to intimidate us, he has—no doubt—achieved his goal," Tomás Jocelyn Holtz, leader of the student federation at the Catholic University of Chile in Santiago, said last week.

"Students have been badly hit by the

Continued on Page 51, Column 1

Unesco's Director-General Will Not Seek 3rd Term

Amadou Mahtar M'Bow, the Director-General of Unesco, who has drawn sharp criticism in the West, said last week that he would step down next year. Story on Page 49.

Have You Heard the One About the Traveling Comedian?

By THOMAS J. MEYER

ON INTERSTATE 55, IN ILLINOIS

When he's driving alone between campuses late at night, sometimes Alex Cole pulls his Cadillac Cimmaron over to the roadside, flips on a Jerry Lee Lewis tape at full volume, and dances in front of the headlights.

Sometimes, when he's traveling in the Midwest, he sets each of the car radio's pre-set buttons to tune in a different baseball announcer, and follows five ball games at the same time. If one of his favorite teams is playing, he pulls the team's cap out of the back seat and puts it on his head.

Alex Cole is manic 24 hours a day.

Once he brought a chair, a lamp, and a table into an empty hotel elevator and sat down. On each floor, when the doors opened and people tried to enter, he yelled, "Get out of here! This is *my* room!"

He spends most of his time on the road trying to entertain himself. But every night, Mr. Cole, a 31-year-old stand-up co-

Continued on Page 43, Column 1

CHRONICLE PHOTOGRAPH BY THOMAS J. MEYER

Alex Cole: "I spend my life driving. But an hour a day, I get a microphone, I get a spotlight on me, I get a crowd, I get laughs. What more could I ask for?"

FACT–FILE

Fall 1985 Enrollment

By type and control of institution

	All students			Full-time students			Part-time students		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Public institutions									
Doctoral	2,400,817	1,241,164	1,159,653	1,813,810	968,114	845,696	587,007	273,050	313,957
Comprehensive	2,206,206	1,017,892	1,188,314	1,427,475	691,703	735,772	778,731	326,189	452,542
General baccalaureate	396,413	183,479	212,934	237,966	115,669	122,297	158,447	67,810	90,637
Specialized	197,979	129,561	68,418	160,108	111,677	48,431	37,871	17,884	19,987
2-year	4,249,048	1,850,456	2,398,592	1,465,320	710,375	754,945	2,783,728	1,140,081	1,634,647
New*	28,810	14,936	13,874	15,567	8,824	6,743	13,243	6,112	7,131
All	9,479,273	4,437,488	5,041,785	5,120,246	2,606,362	2,513,884	4,359,027	1,831,126	2,527,901
Private institutions									
Doctoral	632,565	346,318	286,247	467,309	264,650	202,659	165,256	81,668	83,588
Comprehensive	657,004	325,569	331,435	419,516	211,342	208,174	237,488	114,227	123,261
General baccalaureate	759,927	330,271	429,656	570,472	258,513	311,959	189,455	71,758	117,697
Specialized	387,101	218,409	168,692	251,426	152,782	98,644	135,675	65,627	70,048
2-year	260,293	111,814	148,479	204,314	90,174	114,140	55,979	21,640	34,339
New*	70,892	48,581	22,311	41,938	23,897	18,041	28,954	24,684	4,270
All	2,767,782	1,380,962	1,386,820	1,954,975	1,001,358	953,617	812,807	379,604	433,203
All institutions									
Doctoral	3,033,382	1,587,482	1,445,900	2,281,119	1,232,764	1,048,355	752,263	354,718	397,545
Comprehensive	2,863,210	1,343,461	1,519,749	1,846,991	903,045	943,946	1,016,219	440,416	575,803
General baccalaureate	1,156,340	513,750	642,590	808,438	374,182	434,256	347,902	139,568	208,334
Specialized	585,080	347,970	237,110	411,534	264,459	147,075	173,546	83,511	90,035
2-year	4,509,341	1,962,270	2,547,071	1,669,634	800,549	869,085	2,839,707	1,161,721	1,677,986
New*	99,702	63,517	36,185	57,505	32,721	24,784	42,197	30,796	11,401
All	**12,247,055**	**5,818,450**	**6,428,605**	**7,075,221**	**3,607,720**	**3,467,501**	**5,171,834**	**2,210,730**	**2,961,104**

By student level

	All students			Full-time students			Part-time students		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Undergraduates									
Doctoral institutions	2,094,738	1,087,728	1,007,010	1,799,134	946,153	852,981	295,604	141,575	154,029
Comprehensive	2,175,200	1,039,286	1,135,914	1,684,363	818,253	866,110	490,837	221,033	269,804
General baccalaureate	993,686	445,539	548,147	781,248	359,611	421,637	212,438	85,928	126,510
Specialized	342,778	205,052	137,726	276,008	173,101	102,907	66,770	31,951	34,819
2-year	3,722,108	1,636,456	2,085,652	1,571,521	751,684	819,837	2,150,587	884,722	1,265,815
New*	85,564	56,013	29,551	50,117	27,918	22,199	35,447	28,095	7,352
All	9,414,074	4,470,074	4,944,000	6,162,391	3,076,720	3,085,671	3,251,683	1,393,354	1,858,329
First-time freshmen									
All	2,292,222	1,075,736	1,216,486	1,602,038	774,858	827,180	690,184	300,878	389,306
Graduate students									
Doctoral institutions	600,228	325,960	274,268	327,090	192,084	135,006	273,138	133,876	139,262
Comprehensive	381,945	170,448	211,497	86,932	43,496	43,436	295,013	126,952	168,061
General baccalaureate	37,809	16,284	21,525	7,197	3,911	3,286	30,612	12,373	18,239
Specialized	101,662	59,895	41,767	46,672	28,795	17,877	54,990	31,100	23,890
2-year	3,677	2,630	1,047	534	245	289	3,143	2,385	758
New*	4,217	2,007	2,210	2,542	1,288	1,254	1,675	719	956
All	1,129,538	577,224	552,314	470,967	269,819	201,148	658,571	307,405	351,166
First professional									
Doctoral institutions	129,508	81,100	48,408	121,962	76,771	45,191	7,546	4,329	3,217
Comprehensive	40,438	25,162	15,276	33,670	21,029	12,641	6,768	4,133	2,635
General baccalaureate	7,709	5,320	2,389	6,314	4,317	1,997	1,395	1,003	392
Specialized	93,088	65,788	27,300	81,783	58,199	23,584	11,305	7,589	3,716
New*	3,457	2,422	1,035	2,890	2,052	838	567	370	197
All	274,200	179,792	94,408	246,619	162,638	84,251	27,581	17,424	10,157
Unclassified									
All	1,429,243	591,360	837,883	195,244	98,813	96,431	1,233,999	492,547	741,452

By state

	Public institutions	Private institutions	Total
Alabama	158,688	20,655	179,343
Alaska	26,510	969	27,479
Arizona	202,036	14,818	216,854
Arkansas	66,123	11,835	77,958
California	1,444,207	206,232	1,650,439
Colorado	142,031	19,283	161,314
Connecticut	98,616	60,732	159,348
Delaware	27,933	3,950	31,883
District of Columbia	12,747	66,121	78,868
Florida	362,241	89,151	451,392
Georgia	148,956	47,870	196,826
Hawaii	43,246	6,691	49,937
Idaho	33,666	9,002	42,668
Illinois	520,224	158,465	678,689
Indiana	193,833	56,734	250,567
Iowa	109,765	43,132	152,897
Kansas	127,220	14,139	141,359
Kentucky	110,836	30,888	141,724
Louisiana	153,173	24,003	177,176
Maine	33,188	19,013	52,201
Maryland	198,992	32,657	231,649
Massachusetts	185,602	235,573	421,175
Michigan	434,270	73,023	507,293
Minnesota	173,984	47,178	221,162
Mississippi	90,704	10,476	101,180
Missouri	168,829	72,317	241,146
Montana	32,032	3,926	35,958
Nebraska	81,202	16,567	97,769
Nevada	43,368	288	43,656
New Hampshire	26,669	25,614	52,283
New Jersey	237,297	60,361	297,658
New Mexico	66,059	2,236	68,295
New York	563,251	436,847	1,000,098
North Carolina	267,044	60,244	327,288
North Dakota	34,802	3,137	37,939
Ohio	379,164	135,581	514,745
Oklahoma	146,827	22,346	169,173
Oregon	119,612	18,355	137,967
Pennsylvania	300,523	232,675	533,198
Rhode Island	35,389	34,538	69,927
South Carolina	105,854	26,048	131,902
South Dakota	23,339	9,433	32,772
Tennessee	147,951	46,894	194,845
Texas	677,192	92,500	769,692
Utah	69,426	34,568	103,994
Vermont	18,844	12,572	31,416
Virginia	250,754	41,662	292,416
Washington	201,532	30,021	231,553
West Virginia	66,531	10,128	76,659
Wisconsin	238,735	36,334	275,069
Wyoming	24,204	0	24,204
U.S. Service Schools	54,052	0	54,052
Total	**9,479,273**	**2,767,782**	**12,247,055**
American Samoa	758	0	758
Guam	4,601	0	4,601
North Marianas	318	0	318
Puerto Rico	56,438	99,479	155,917
Trust Territories, Pacific Islands	724	0	724
Virgin Islands	2,572	0	2,572

* New institutions not yet classified

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News Summary

Articles on inside pages

Sigmund Freud may be losing some of his luster among psychiatrists, but his influence is growing in the humanities and social sciences. Story on Page 4.

A Nigerian has become the first African to win the Nobel Prize in Literature. Nobel winners in chemistry, economics, medicine, peace, and physics were also announced last week. Story on Page 5.

A watchdog group created to monitor college classrooms for left-wing bias is a "paper tiger," its critics say. Story on Page 11.

The immigration bill approved by the House last week may require some colleges to check with the Immigration and Naturalization Service before giving aid to foreign students. Story on Page 15.

"Planned giving," which enables donors to make a gift to charity while retaining financial benefits from it, has become the fastest-growing area of individual giving to higher education. Story on Page 27.

An ambitious program to boost student morale and become one of the top universities in the country is under way at the University of Rochester. Story on Page 31.

Enrollment of foreign students at American colleges rose by only 0.5 per cent last year. Story on Page 31.

Allegations of impropriety have wracked the athletic department at the University of Houston. Story on Page 35.

Violent disruptions over the presence of a visiting Irish lecturer have shaken South Africa's University of Cape Town. Story on Page 39.

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PUBLIC-PRIVATE CLASH FORESEEN

Prepaid Tuition Gains Popularity, but Critics Caution Against Pitfalls

By **JEAN EVANGELAUF**

Paying for college up to 18 years in advance at deeply discounted prices is an increasingly popular and controversial approach to the problem of spiraling education costs.

Interest in prepaid-tuition plans has mushroomed since Fred S. James and Company, an insurance broker, developed one for Duquesne University last year. Under that plan, a parent of a toddler pays the university $8,837 now for a college education that will begin in 2001 and cost an estimated $76,685. (That amounts to a 14.5-per-cent annual rate of return, compounded monthly and tax-free.) The older the child, the higher the charge. Duquesne alumni who enroll their children, grandchildren, or other relatives in the program receive a $500 discount.

To date, the James company has contracts with 11 private colleges and is close to signing up five more. In addition, 40 have signed letters of intent. By next June, the company hopes to have a total of 125 institutions on board.

Several other financial organizations are planning to offer similar programs within the next six months.

In Michigan, legislation is pending to create a statewide prepayment program, and officials there say they've had requests for information from 31 states. So far, political leaders or educators in at least half a dozen states are developing programs modeled on Michigan's or at least giving the notion serious attention.

Peace of Mind for Parents

That widespread interest demonstrates the need to provide parents with a well-structured way to save and pay for college. But critics argue that prepaid tuition is not the way to do it. They fear what one calls the "phenomenal herd instinct" to embrace the plans could ultimately prove damaging to the finances and reputations of the participating institutions, and exacerbate the tensions in the states between public and private colleges.

"The program gives parents peace of mind," says Patrick J. Fleming, the

Continued on Page 30, Column 1

Sweeping Reform of Undergraduate Education, Changes in Admissions Are Presented at MIT

CAMBRIDGE, MASS.

The Massachusetts Institute of Technology is embarking on its most sweeping reform of undergraduate education in 25 years, President Paul E. Gray announced last week.

"We're not considering just a fine tuning of the curriculum, but a recasting of the educational mission," Mr. Gray said.

The proposed reforms, which were presented to the faculty last week, are based on faculty reviews and studies of the undergraduate curriculum.

The goal, Mr. Gray said, is to equip undergraduates "with the attitudes, habits of mind, and approaches to learning that will assure a lifetime of technical competence, social contribution, and personal fulfillment."

Changes in the curriculum, he added, will be accompanied by changes in the admissions process "aimed at better identifying those students with the traditional strengths we have come to expect and the broader range of interests we seek."

A Sense of Social Responsibility

More emphasis will be placed on qualities such as love of learning, unusual brilliance, creativity, and leadership, he said.

"This process goes beyond wanting more humanities with your science," added Margaret L. MacVicar, dean of undergraduate education. The aim, she said, is an approach that will combine technical expertise with a sense of social responsibility.

The proposed changes in the curriculum include the creation of interdisciplinary courses taught jointly by faculty members from the humanities and sciences.

In addition, Mr. Gray said, M.I.T. will attempt to achieve "an intentional modest reduction" in the pace and intensity of academic demands to allow more time for "contemplation and reflection."

T.I.A.A.-C.R.E.F.

Clifton R. Wharton: "Attracted by the challenge" of heading pension agencies.

SUNY's Wharton to Become Chief at TIAA-CREF

By **SCOTT HELLER**

Clifton R. Wharton, Jr., will resign as chancellor of the State University of New York, the nation's largest university system, to take over the nation's largest private pension companies, he announced last week.

On February 1, Mr. Wharton will become chairman and chief executive officer of the Teachers Insurance Annuity Association and College Retirement Equities Fund, higher education's leading pension companies, with over $50-billion in assets.

He will be the first university president to oversee the companies, which have been heavily criticized by many higher-education officials as being inflexible and out of step with new financial realities.

Mr. Wharton said last week he was

Continued on Page 14, Column 1

Campus Officials Assail Bennett's Attack on Colleges; Harvard's Bok Calls Secretary's Analysis 'Superficial'

By **STACY E. PALMER**

CAMBRIDGE, MASS.

College and university officials attacked Education Secretary William J. Bennett last week for alleging in a speech at Harvard University that they were more concerned with money than education and had not done enough to make sure students learn anything before they graduate.

Mr. Bennett, in the most comprehensive statement of his views on higher education since he took office, complained that "there is an extraordinary gap between the rhetoric and the reality of higher education." He also criticized Harvard's "core curriculum," which many colleges have used as a model.

Derek C. Bok, president of Harvard University, called Mr. Bennett's speech "superficial" and said it failed to take carefully into account many important facts about the condition of higher education in the United States. (The text of Mr. Bok's remarks begins on Page 17. The full text of Secretary Bennett's address

Continued on Page 17, Column 1

How Candidates for Governor View Higher Education

Higher education is an issue in many of this year's gubernatorial races. See story on Page 15 and a chart of candidates' views on Pages 20-23.

Note Book

Anti-hunger efforts are attracting more and more students nationwide.

On World Food Day last week, students at more than 400 campuses joined people in 150 countries to increase awareness of hunger problems around the globe.

"People used it as a day to focus in on the issue and launch their own programs," says Leslie Samuelrich, national coordinator of the National Student Campaign Against Hunger, a Boston group that organized the activities.

The students' programs ranged from "global dinners" to fund-raising drives.

At the dinners, which were held by cafeterias, fraternities, and various campus groups, students were placed at one of three types of tables: At No. 1 they had the luxury of chairs, tablecloths, and a three-course meal; at No. 2 they ate chili and rice and sat on benches; at No. 3 they had rice and water and kneeled on the floor.

"Students see the unequal distribution first hand, so it hits home," says Ms. Samuelrich.

On some campuses, students were recruited to help with a national food-stamp survey sponsored by the campaign. They will take the poll to soup kitchens, shelters, and food banks to evaluate the effectiveness of the government program.

Ms. Samuelrich says the study is intended in part to give the student-surveyors firsthand education about hunger in the United States.

•

At Ohio University in Athens, a fairly random process of pairing freshman roommates resulted in a rare match.

When Kim Umberger, from Alliance, Ohio, and Ginny Hosler, from San Diego, Cal., received their housing assignments, something clicked in their fathers' memories: Thirty years ago, as freshmen there, they too had been assigned to room together.

"When I got my roommate assignment and showed my parents, my dad said the name sounded familiar," says Ms. Hosler. "When he saw where Kim was from, he knew she had to be his freshman roommate's daughter, since Bill Umberger had been from Alliance."

Says Mr. Umberger, "I hadn't seen Norm since our sophomore year, so I had no idea he and his family lived in California. It's a gigantic coincidence."

•

To kick off National Collegiate Alcohol Awareness Week, Miami University at Oxford scheduled a "Beerfast" for last weekend, asking students to abstain from drinking for 48 hours and promising prizes to those who did.

The event was intended to dispel the myth that alcohol was necessary to have fun on weekends, according to Susan Vaughn, an alcohol-information and program specialist.

Several student groups, residence halls, and local bars supported the effort.

Students

President Tries to Warm Up the Chill in Student Life at the U. of Rochester

Many grumble about the weather and the competition, but some give high marks to new efforts

By **ELIZABETH GREENE**

ROCHESTER, N.Y.

"I don't think people would look at us as being one of the fun schools in the United States." —*G. Dennis O'Brien, president of the University of Rochester*

•

Comparisons are sometimes made between the weather in upstate New York and the quality of student life at the University of Rochester, which is situated there: Both can be bleak.

G. Dennis O'Brien, Rochester's ambitious new president of two years, knows he can't change the weather. Instead, with bold steps that one administrator calls a "grand experiment," he is working on the rest of the environment.

Despite criticism of some of his new programs, which are aimed at improving the "U of R" experience and attracting more competitive applicants, members of the university community say life on this chilly campus is slowly warming up.

In a major address last April, Mr. O'Brien outlined a plan to place Rochester in the top 1 per cent of the nation's higher-education institutions within the next five years—a multifaceted approach that integrates all levels of the university community.

"What we need now is passion for the place, not just the name," he said, making a reference to the students and alumni who successfully fought his consideration of a university name change.

The private, liberal-arts university has many distinguished faculty members, a bright student body, excellent research facilities, a luxurious student center designed by I. M. Pei, and a lovely, traditional campus. But morale here has not been up to par with that at some of its competitors. No one has a definitive understanding of why.

Too many students complain of being unhappy, saying if they could do it all over

Continued on Following Page

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President Dennis O'Brien teaches at a fraternity house: "Students have tended to look at the university as a rather grim, hard-working place."

Number of Foreign Students in U.S. Rises 0.5 Pct. to a Total of 343,777

NEW YORK

The number of foreign students at American colleges and universities rose by only 0.5 per cent in 1985-86, the third consecutive year in which the increase was less than 1 per cent, the Institute of International Education is reporting this week.

In *Open Doors*, its annual census of foreign students, the institute says that 343,777 foreign students were enrolled in U.S. institutions in 1985-86, compared with 342,113 in 1984-85.

Growth in the numbers of students from China and economically thriving Asian countries accounts for all of the 1985-86 increase.

The number of students from East and South Asia rose 9 per cent last year, to a total of 156,830. The number from Africa fell 13.5 per cent, to 34,190; the number from the Middle East fell 6.8 per cent, to 52,720; and the number from Latin America fell 6.3 per cent, to 45,480.

Students from China showed the largest percentage increase. The 13,980 Chinese students in the United States last year represented a 38.4-per-cent jump from 1984-85. Taiwan sent the largest number of students—23,770.

Big Influx from East and South Asia

Seven of the 10 countries sending the largest numbers of students to American colleges and universities are in East or South Asia. In addition to China and Taiwan, the Asian countries in the top 10 were Malaysia, with 23,020 students; South Korea, with 18,660; India, with 16,070; Japan, with 13,360; and Hong Kong, with 10,710.

"It looks like the places that have the resources are increasingly able to obtain the kind of high-quality education that's available in the United States," said Elinor G. Barber, director of research at the institute.

"In places like Africa—a region that badly needs that kind of education—the numbers are going down."

She said the survey demonstrated a need for public and private financial-aid programs to increase the enrollment of students from third-world countries.

Institute officials said the stagnation in the growth of foreign-student enrollment could be attributed in part to the collapse of oil prices on the world market, which has forced members of the Organization of Petroleum Exporting Countries to reduce the number of students they send to the

Continued on Page 34, Column 1

U.S. Enrollment of Foreigners Rises 0.5 Pct.

Continued from Page 31

United States. In the 1970's, when foreign-student enrollment at U.S. colleges and universities was growing by 10 per cent or more a year, most of the increase came from OPEC members.

During the last half of the 1970's, the proportion of foreign students in the United States from the 13 countries that belong to OPEC rose from 19.2 per cent of the total to 35 per cent. Since 1980-81, however, the proportion has been declining. By 1984-85, students from OPEC members made up 20.8 per cent of the total.

The sharp decline in enrollment of students from OPEC countries continued in 1985-86, the report indicates. For example, it says, the number of students from Iran fell 15 per cent, to 14,210; the number from Nigeria fell 25.4 per cent, to 13,710; and the number from Venezuela fell 32 per cent, to 7,040.

Over all, 65 countries had 1,000 or more students in the United States in 1985-86, and 78 American institutions had 1,000 or more foreign students enrolled.

The 1985-86 survey also found that:

► Engineering attracted the largest proportion of foreign students, 22 per cent, followed by business and management, 19 per cent; mathematics and computer sciences, 10 per cent; physical and life sciences, 8 per cent; and social sciences, 7.2 per cent.

► Only 2.2 per cent were enrolled in agriculture and 3.5 per cent in the humanities.

► Of the 343,777 foreign students, 38,460 were enrolled in associate-degree programs, 149,200 in bachelor's-degree programs, and 132,430 in graduate programs.

► Two-thirds of all foreign students relied upon their own money or their families' resources to pay for their education in the United States. The proportion of students who received support from an American college or university or a private U.S. organization rose, while the proportion assisted by their own or the American government or by a private organization in their own country declined.

► Among the states, California attracted the largest number of foreign students, 47,586, followed by New York with 31,360, and Texas with 26,875.

► Among institutions, Miami-Dade Community College enrolled the largest number of foreign students, 4,730, while the University of San Francisco had the largest proportion of such students—1,135, or 25.1 per cent of its total enrollment of 4,518.

► Almost two-thirds of the foreign students were enrolled in public colleges and universities, and 302,004 were in four-year institutions.

► The proportion of foreign students who were women fell slightly. In 1984-85, women made up 30.2 per cent of such students in the United States. Last year, the proportion was 29.3 per cent.

Copies of *Open Doors*, which will be available in late November, may be ordered now for $29.95 each from the Institute of International Education, Publications Service, 809 United Nations Plaza, New York 10017.

—MALCOLM G. SCULLY

FACT-FILE

Foreign Students in U.S. Institutions, 1985-86

Institutions with largest enrollments

Rank	Institution	Number of foreign students	Proportion of total enrollment
1.	Miami-Dade Community College	4,730	11.5%
2.	University of Southern California	3,741	12.3%
3.	University of Texas, Austin	3,132	6.8%
4.	University of Wisconsin, Madison	2,873	6.8%
5.	Ohio State University, main campus	2,690	5.3%
6.	Columbia University and Teachers College, and Barnard College	2,679	10.9%
7.	Boston University	2,493	11.1%
8.	University of California, Los Angeles	2,488	7.2%
9.	University of Minnesota, Minneapolis-St. Paul	2,473	6.3%
10.	University of Houston, University Park	2,434	6.2%
11.	University of Michigan, Ann Arbor	2,413	6.8%
12.	North Texas State University	2,398	11.3%
13.	Southern Illinois University, Carbondale	2,299	10.1%
14.	University of Arizona	2,290	7.5%
15.	University of Southwestern Louisiana	2,246	13.8%
16.	Iowa State University	2,178	8.2%
17.	New York University	2,098	4.7%
18.	George Washington University	2,077	12.8%
19.	Indiana University, Bloomington	2,048	6.4%
20.	Harvard University	2,042	12.5%
21.	University of Maryland, College Park	2,023	5.2%
22.	University of Pennsylvania	2,012	11.8%
23.	Howard University	1,997	19.8%
24.	University of California, Berkeley	1,987	6.3%
25.	Michigan State University	1,985	4.8%
26.	California State University, Los Angeles	1,979	9.2%
27.	Oklahoma State University, main campus	1,969	9.3%
28.	University of Illinois, Urbana-Champaign	1,959	5.4%
29.	University of Miami	1,916	14.3%
30.	Northeastern University	1,888	8.6%
31.	Massachusetts Institute of Technology	1,886	19.4%
32.	Louisiana State University, Baton Rouge	1,864	6.4%
33.	State University of New York, Buffalo	1,855	7.1%
34.	California State University, Long Beach	1,802	5.5%
35.	Stanford University	1,780	14.7%
36.	Northern Virginia Community College	1,774	5.4%
37.	Cornell University	1,718	10.0%
38.	University of Florida	1,712	4.8%
39.	University of Kansas	1,660	6.7%
40.	University of Washington	1,652	5.4%
41.	Arizona State University	1,645	4.1%
42.	Purdue University	1,633	5.1%
43.	University of Iowa	1,623	5.5%
44.	Texas A&M University, main campus	1,586	4.5%
45.	City University of New York, City College	1,560	13.5%
46.	Pennsylvania State University, main campus	1,531	2.9%
47.	University of Oregon, main campus	1,519	9.3%
48.	Oregon State University	1,503	9.9%
49.	Southern University and A&M College, main campus	1,500	15.7%
50.	University of Toledo	1,462	6.1%
51.	American University	1,437	15.9%
52.	University of Texas, Arlington	1,428	6.2%
53.	University of Missouri, Columbia	1,405	6.1%
54.	University of Hawaii, Manoa	1,399	7.1%
55.	University of Massachusetts, Amherst	1,363	5.4%
56.	University of Pittsburgh, main campus	1,349	4.7%
57.	Brigham Young University	1,335	4.8%
58.	Ohio University, main campus	1,327	8.8%
59.	Syracuse University, main campus	1,285	6.1%
60.	University of Illinois, Chicago	1,254	5.0%
61.	Temple University	1,237	4.4%
62.	University of the District of Columbia	1,231	9.7%
63.	Texas Southern University	1,217	14.3%
64.	State University of New York, Stony Brook	1,174	8.2%
64.	University of Texas, El Paso	1,174	8.3%
66.	Rutgers University, New Brunswick	1,173	3.1%
67.	University of Oklahoma, Norman	1,169	5.8%
68.	Georgetown University	1,147	9.6%
69.	University of San Francisco	1,135	25.1%
70.	Wayne State University	1,117	3.9%
71.	University of Georgia	1,104	4.3%
72.	California State University, Fresno	1,088	6.4%
73.	Florida International University	1,083	7.0%
74.	Indiana State University	1,081	9.4%
75.	Western Michigan University	1,035	4.9%
76.	Texas Tech University	1,023	4.5%
77.	University of Nebraska, Lincoln	1,018	4.3%
78.	Central State University	1,004	7.6%

Distribution by field of study

Field of study	1984-1985 Number of foreign students	1984-1985 Proportion of foreign students	1985-1986 Number of foreign students	1985-1986 Proportion of foreign students
Agriculture	7,540	2.2%	7,400	2.1%
Allied health	3,060	0.9%	3,200	0.9%
Architecture & environmental design	6,340	1.9%	6,540	1.9%
Area & ethnic studies	1,020	0.3%	830	0.2%
Business & management	64,930	19.0%	64,970	18.9%
Communications	4,060	1.2%	4,310	1.3%
Communications technologies	390	0.1%	590	0.2%
Computer & information sciences	27,520	8.0%	27,910	8.1%
Education	12,140	3.6%	11,680	3.4%
Engineering	75,370	22.0%	74,580	21.7%
English language	11,010	3.2%	12,870	3.7%
Foreign languages	2,850	0.8%	2,790	0.8%
Health sciences	10,350	3.0%	10,680	3.1%
Home economics	1,870	0.5%	1,980	0.6%
Industrial arts	860	0.3%	890	0.3%
Law	1,720	0.5%	1,650	0.5%
Letters	6,250	1.8%	5,190	1.6%
Liberal & general studies	9,440	2.8%	10,470	3.0%
Library & archival sciences	610	0.2%	690	0.2%
Life sciences	9,950	2.9%	10,040	2.9%
Mathematics	8,110	2.4%	8,000	2.3%
Military sciences	130	—	130	—
Military technologies	90	—	—	—
Multi/interdisciplinary studies	2,400	0.7%	2,090	0.6%
Parks & recreation	200	—	230	0.1%
Personal & social development	1,320	0.4%	1,360	0.4%
Philosophy & religion	1,300	0.4%	1,390	0.4%
Physical sciences	15,020	4.4%	15,830	4.6%
Protective services	570	0.2%	470	0.1%
Psychology	3,240	0.9%	3,260	1.0%
Public affairs	2,600	0.8%	2,700	0.8%
Science technologies	990	0.3%	1,160	0.3%
Social sciences	17,370	5.1%	17,220	5.0%
Theology	2,630	0.8%	2,540	0.7%
Visual & performing arts	8,700	2.5%	7,970	2.3%
Vocational home economics	220	0.1%	270	0.1%
Undeclared	19,940	5.8%	20,100	5.9%
Total	342,110	100.0%	343,780	100.0%

Where they come from

Rank	Country or territory	Students	Rank	Country or territory	Students
1.	Taiwan	23,770	33.	Cyprus	2,140
2.	Malaysia	23,020	33.	Syria	2,140
3.	Republic of Korea	18,660	35.	Jamaica	2,110
4.	India	16,070	36.	Peru	2,050
5.	Canada	15,410	37.	Ethiopia	1,940
6.	Iran	14,210	38.	Bangladesh	1,930
7.	China	13,980	39.	Italy	1,890
8.	Nigeria	13,710	40.	Norway	1,820
9.	Japan	13,360	41.	Nicaragua	1,800
10.	Hong Kong	10,710	41.	Sri Lanka	1,800
11.	Indonesia	8,210	43.	South Africa	1,790
12.	Lebanon	7,090	44.	Spain	1,740
13.	Venezuela	7,040	45.	Kenya	1,720
14.	Thailand	6,940	46.	Bahamas	1,610
15.	Saudi Arabia	6,900	47.	Panama	1,590
16.	Jordan	6,580	48.	Australia	1,530
17.	United Kingdom	5,940	49.	Pacific Is. Trust Terr.	1,520
18.	Mexico	5,460	50.	Cuba	1,420
19.	Pakistan	5,440	51.	Netherlands	1,410
20.	West Germany	4,730	52.	Sweden	1,400
21.	Greece	4,440	53.	Haiti	1,340
22.	Colombia	4,010	53.	Iraq	1,340
23.	Singapore	3,930	55.	Argentina	1,320
24.	Philippines	3,920	56.	Ghana	1,230
25.	Kuwait	3,810	57.	Chile	1,160
26.	France	3,680	58.	United Arab Emirates	1,150
27.	Vietnam	3,270	59.	El Salvador	1,140
28.	Brazil	2,840	60.	Cameroon	1,130
29.	Israel	2,600	61.	Honduras	1,090
30.	Turkey	2,460	62.	Ecuador	1,080
31.	Egypt	2,270	63.	Ireland	1,030
32.	Trinidad & Tobago	2,250	64.	Liberia	1,020
			65.	Bolivia	1,000

Number of foreign students by state

Rank	State	Students	Rank	State	Students	Rank	State	Students	Rank	State	Students
1.	California	47,586	14.	New Jersey	7,045	27.	Tennessee	4,155	40.	West Virginia	1,249
2.	New York	31,360	15.	Maryland	6,276	28.	Colorado	4,099	41.	North Dakota	936
3.	Texas	26,875	16.	Iowa	5,858	29.	Connecticut	3,906	42.	New Hampshire	934
4.	Florida	17,948	17.	Missouri	5,805	30.	Utah	3,837	43.	Idaho	883
5.	Massachusetts	17,852	18.	Washington	5,789	31.	Alabama	3,817	44.	Delaware	791
6.	Illinois	13,319	19.	Virginia	5,780	32.	Hawaii	3,261	45.	South Dakota	770
7.	Ohio	12,357	20.	Georgia	5,756	33.	Nebraska	2,018	46.	Montana	738
8.	Michigan	12,094	21.	Wisconsin	5,678	34.	South Carolina	2,005	47.	Vermont	614
9.	Pennsylvania	11,496	22.	Arizona	5,631	35.	Arkansas	1,912	48.	Nevada	512
10.	District of Columbia	9,832	23.	North Carolina	5,525	36.	Kentucky	1,719	49.	Wyoming	421
11.	Louisiana	8,923	24.	Oregon	5,314	37.	Mississippi	1,690	50.	Maine	377
12.	Oklahoma	7,519	25.	Minnesota	5,124	38.	New Mexico	1,553	51.	Alaska	234
13.	Indiana	7,133	26.	Kansas	4,567	39.	Rhode Island	1,468			

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION

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News Summary

Articles on inside pages

The "ozone hole" over the Antarctic may be caused by chemical interactions, according to scientists who traveled there to investigate. Story on Page 4.

Concern over the quality of instruction is prompting universities to provide more training for teaching assistants. Story on Page 9.

Programs to assess the language ability of foreign-born teaching assistants are proving to be politically sensitive. Story on Page 9.

President Reagan has signed legislation to extend the Higher Education Act. Story on Page 18.

Both candidates for governor of Idaho have pledged to increase financial support for the state's universities. Story on Page 18.

A chart showing how higher education fared in the 99th Congress appears on Page 19.

David Kline specializes in thawing out frozen U.S. corporate assets overseas and turning them into charitable gifts. Story on Page 31.

The outside income of college coaches—such as "consulting fees" from athletic-shoe manufacturers—is likely to be the big topic of debate at January's N.C.A.A. convention. Stories on Page 37.

A lawsuit was filed last week challenging the University of Colorado's drug-testing program for athletes. Story on Page 37.

Student organizations at the University of Cape Town rejected the legitimacy of a commission investigating violent protests there. Story on Page 41.

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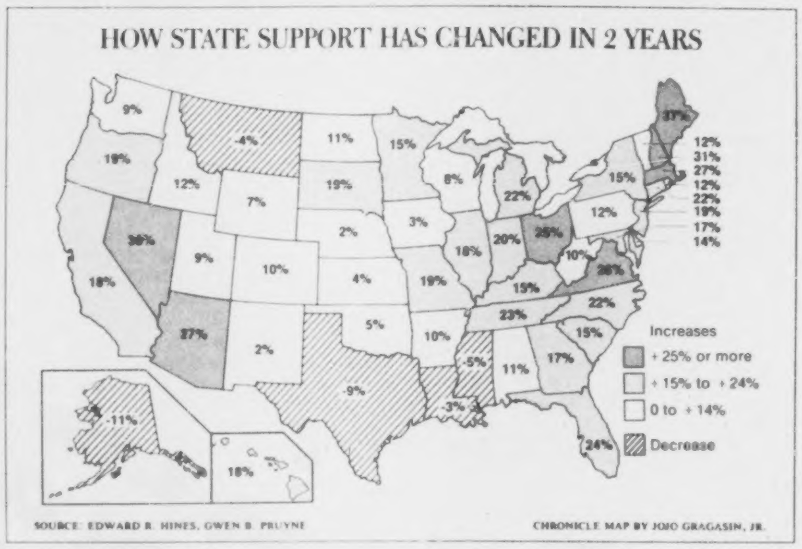
HOW STATE SUPPORT HAS CHANGED IN 2 YEARS

SOURCE: EDWARD R. HINES, GWEN B. PRUYNE

CHRONICLE MAP BY JOJO GRAGASIN, JR.

'Chambers' Figures, Out this Week, Are Widely Used, Often Misused

By SCOTT JASCHIK

Julie Belaga, a Republican who is running for Governor of Connecticut, has been complaining that, among the 50 states, hers ranked 41st last year in appropriations per capita for higher education. Connecticut should do better, she says, and she plans to make that point a key part of her criticism of incumbent Democratic Gov. William A. O'Neill in a major speech on higher education just before Election Day.

Governor O'Neill, for his part, points out that Connecticut ranked 19th last year in percentage increase in appropriations for higher education over two years.

Both of them are using accurate figures. Their disagreement is similar to dozens of others across the country. When it comes to using numbers to depict state spending on higher education, it is possible to find a valid statistic that will support just about any point of view, experts say.

Probably the most eagerly anticipated—and most frequently misused—figures on state spending are those released annually by the the Illinois State University Center for Higher Education.

This year's edition is out this week.

The report is widely cited in political and statistical circles simply as "Chambers," after its founder, the late M. M. Chambers, who was a professor of education at Illinois State University. The analysis includes a breakdown of state spending on each public institution and comparisons to state spending two and ten years earlier.

Basis for Boasting or Complaining

The report is extremely popular with state political and higher-education officials, who like to use its numbers either to boast about how much progress they've made or to complain about how lethargic their state has been.

The release of the numbers can cause bitter disputes.

After South Dakota was ranked 48th in total appropriations last year and 47th per capita, Republican Gov. William J. Janklow held a press conference at which he

Continued on Page 22, Column 1

Higher Education Gets $32-Billion in State Funds

Support up 14 pct. in 2 years, but rate of increase slows

By JEAN EVANGELAUF

The states will spend over $32-billion in tax revenue on higher education this academic year, up 14 per cent since 1984-85.

That increase, coming on the heels of a two-year gain of 19 per cent last year and of 16 per cent the year before that, marks a slowdown in the growth of state support for colleges and universities. Still, it is more than double the rate of inflation.

This year's figures reflect the uneven economies of the 50 states. Five—Alaska, Louisiana, Mississippi, Montana, and Texas—will spend less tax money on college operating budgets this year than they did two years ago, while three—Maine, Nevada, and New Hampshire—will boost such spending by 30 per cent or more.

Edward R. Hines, director of the Illinois State University Center for Higher Education, compiled the appropriations figures. He is carrying on the work of M. M. Chambers, a faculty member at the university who began collecting the appropriations data in 1958 and directed the project until his death last year.

The figures are compared over two years to compensate for year-to-year aberrations.

Mr. Hines said the most significant feature of this year's pattern of state aid was that more money was appropriated for "categorical" purposes.

"Incremental increases in campus operating budgets are giving way to funding for specific programs which are designed to

Continued on Page 23, Column 1

State appropriations for colleges and universities appear in detailed tables beginning on Page 20.

Measure Outlawing Forced Retirement at Age 70 to Include Professors in 1994

By STACY E. PALMER

WASHINGTON

The House and Senate have sent President Reagan legislation that would bar colleges from forcing tenured faculty members to retire at age 70, effective in 1994.

The bill would outlaw mandatory retirement for most workers, including untenured faculty members and other college employees, beginning in 1987. Employers are now allowed to require their workers to step down at age 70.

The President is expected to sign the legislation.

The seven-year exemption for tenured college teachers was not as lengthy as some higher-education officials would have liked. The American Council on Education and several other associations had sought at least a 12-year extension.

They said higher education needed more time to adjust to the new law because so many of the faculty members who were hired to educate the "baby boom" generation are now in their 40's and 50's and won't be ready to retire for at least a decade. Unless college administrators can require college teachers to step down at 70, some say, few younger scholars will be able to find jobs in higher education.

Unions Disagree on the Issue

The issue of mandatory retirement has long been an emotionally divisive one in academe. Some groups, such as the National Education Association and the American Federation of Teachers (A.F.L.-C.I.O.), say that faculty members should be allowed to work as long as they want. The American Association of University Professors, on the other hand, has opposed both the special exemption for faculty members and the abolition of the mandatory-retirement age, mainly because the group is concerned that young college graduates will have trouble getting jobs unless large numbers of older workers are required to retire at a specific age.

The new legislation also includes a re-

Continued on Page 17, Column 1

Higher-Education Bills: How Congressmen Voted

A table showing how each member of the 99th Congress voted on key measures of interest to colleges and universities begins on Page 24.

FACT-FILE

State Appropriations for Higher Education

The following figures were compiled by Edward R. Hines of Illinois State University. The table omits footnotes qualifying some of the figures. The full report will be available in January from the National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Washington 20036. The report is free of charge to association members and $3.50 for others.

Annual Appropriations

	Appropriations 1986-87 (add 000)	2-year change
ALABAMA		
U of Alabama	$ 182,529	+12%
Auburn U	104,318	+14%
U of South Alabama	35,888	+14%
Jacksonville St U	15,840	+12%
Troy St U	14,809	+20%
Alabama A&M U	15,148	+36%
Alabama St U	14,958	+37%
U of North Alabama	12,030	+12%
U of Montevallo	8,752	+10%
Livingston U	5,316	+11%
Athens St C	2,715	+ 9%
Junior colleges	58,550	+11%
Aid to private institutions	2,601	− 3%
Student aid	1,224	+ 2%
Other appropriations	82,215	n/c
Total	**$ 556,894**	**+11%**
ALASKA		
U of Alaska	$ 98,213	−16%
Community colleges	45,318	−11%
Student aid	60,000	− 2%
Other appropriations	3,555	n/c
Total	**$ 207,086**	**−11%**
ARIZONA		
U of Arizona	$ 208,574	+26%
Arizona St U	154,797	+30%
Northern Arizona U	52,745	+26%
Community colleges	59,905	+25%
Other appropriations	4,055	n/c
Total	**$ 480,076**	**+27%**
ARKANSAS		
U of Arkansas	$ 163,940	+ 7%
Arkansas St U	26,942	+13%
U of Central Arkansas	19,402	+ 6%
Southern Arkansas U	11,750	+11%
Arkansas Tech U	10,846	+10%
Henderson St U	8,649	+ 5%
Community colleges	20,790	+11%
Student aid	7,747	+32%
Other appropriations	3,116	n/c
Total	**$ 273,182**	**+10%**
CALIFORNIA		
U of California		
Los Angeles	$ 403,919	+22%
Berkeley	322,196	+24%
Davis	290,267	+37%
San Diego	181,059	+23%
San Francisco	142,221	+23%
Irvine	140,185	+27%
Santa Barbara	123,557	+25%
Riverside	97,852	+37%
Santa Cruz	66,631	+21%
Administration	35,278	n/c
California St U		
San Diego	113,088	+11%
Long Beach	94,956	+ 9%
San Jose	87,909	+ 9%
Northridge	86,121	+11%
San Luis Obispo	81,859	+12%
San Francisco	80,920	+11%
Sacramento	80,607	+13%
Fresno	77,235	+17%
Los Angeles	74,808	+ 5%
Pomona	71,704	+12%
Fullerton	70,128	+ 9%
Chico	66,865	+11%
Hayward	50,765	+ 7%
Humboldt	40,065	+ 1%
Dominguez Hills	30,702	+ 2%
San Bernardino	29,034	+22%
Sonoma	28,501	+ 5%
Bakersfield	21,452	+14%
Stanislaus	21,187	+ 5%
Other appropriations	212,041	n/c
Community colleges	1,199,057	+ 8%
Hastings C of Law	11,365	+32%
California Maritime Academy	6,068	+28%
Student aid commission	118,590	+46%
Other appropriations	4,459	n/c
Total	**$4,582,851**	**+18%**
COLORADO		
U of Colorado	$ 155,773	+10%
St Board of Agriculture (for Colorado St U, U of Southern Colo. and Ft. Lewis C)	82,812	+14%
U of Northern Colorado	23,221	+ 6%
Colorado Sch of Mines	10,019	+14%
State colleges (Mesa, Metropolitan, Western, and Adams St)	39,427	+ 5%
Community colleges	55,564	+ 7%
Occupational education	24,018	+ 9%
Student aid	24,328	+ 5%
Other appropriations	7,970	n/c
Total	**$ 423,132**	**+10%**
CONNECTICUT		
U of Connecticut	$ 162,159	+18%
St U System		
Central Connecticut	25,063	+19%
Southern Connecticut	24,898	+18%
Western Connecticut	11,912	+22%
Eastern Connecticut	9,778	25%
Central office	1,761	+46%
Regional community colleges	45,492	+23%
State tech colleges	14,984	+30%
Other appropriations	72,600	n/c
Total	**$ 368,648**	**+22%**
DELAWARE		
U of Delaware	$ 57,661	+14%
Delaware St C	14,564	+14%
Tech & community colleges	21,472	+14%
Other appropriations	3,100	n/c
Total	**$ 96,797**	**+14%**
FLORIDA		
U of Florida	$ 302,218	+22%
U of South Florida	144,866	+31%
Florida St U	117,801	+19%
Florida International U	56,393	+29%
U of Central Florida	52,470	+27%
Florida Atlantic U	39,867	+27%
Florida A&M U	38,385	+44%
U of West Florida	26,758	+22%
U of North Florida	20,649	+25%
Contracts to private insts	13,499	+25%
Community colleges	392,662	+17%
Student aid	20,705	+24%
Aid to private college students	15,989	+34%
Other appropriations	35,442	n/c
Total	**$1,277,704**	**+24%**
GEORGIA		
U of Georgia	$ 212,756	+15%
Medical C of Georgia	91,296	+11%
Georgia St U	76,295	+14%
Georgia Inst of Tech	72,972	+19%
Georgia Southern C	20,393	+12%
West Georgia C	16,335	+10%
Valdosta St C	15,198	+20%
Kennesaw C	13,240	+53%
Columbus C	12,461	+ 9%
Southern Tech Inst	10,867	+43%
Fort Valley St C	10,182	+11%
Georgia St C	9,900	+19%
Savannah St C	9,650	+12%
Albany St C	9,617	+ 9%
Augusta C	9,141	+11%
Armstrong St C	8,036	+ 7%
Georgia Southwestern C	7,813	+10%
North Georgia C	6,351	+12%
Clayton St C	5,984	+16%
Junior colleges	65,663	+27%
Student aid	1,912	+44%
Other appropriations	27,742	n/c
Total	**$ 714,004**	**+17%**
HAWAII		
U of Hawaii	$ 197,580	+18%
Other appropriations	45,965	n/c
Less tuition and other revenue	−22,700	n/c
Total	**$ 220,845**	**+18%**
IDAHO		
U of Idaho	$ 52,177	+13%
Boise St U	25,957	+ 9%
Idaho St U	23,160	+16%
Lewis-Clark St C	3,988	+16%
Community colleges	5,815	+11%
Vocational education	13,546	+ 9%
Student aid	267	0%
Other appropriations	1,120	n/c
Total	**$ 126,030**	**+12%**
ILLINOIS		
U of Illinois	$ 485,459	+16%
Southern Illinois U	165,218	+17%
Northern Illinois U	79,301	+19%
Illinois St U	59,784	+15%
Western Illinois U	41,995	+16%
Eastern Illinois U	31,943	+18%
Northeastern Illinois U	28,224	+30%
Chicago St U	22,347	+18%
Governors St U	16,166	+10%
Sangamon St U	15,693	+13%
ILLINOIS—Continued		
Community colleges	203,240	+19%
Student aid	141,395	+22%
Other appropriations	99,849	n/c
Total	**$1,390,614**	**+18%**
INDIANA		
Indiana U	$ 256,337	+17%
Purdue U	181,046	+20%
Ball St U	74,112	+21%
Indiana St U	51,165	+14%
U of Southern Indiana	7,878	+23%
Indiana Voc-Tech C	39,005	+49%
Vincennes U	15,747	+25%
Student aid	31,956	+32%
Other appropriations	3,286	n/c
Total	**$ 660,532**	**+20%**
IOWA		
U of Iowa	$ 141,999	+ 3%
Iowa St U	129,249	+ 4%
U of Northern Iowa	41,016	+ 4%
Board of Regents	461	− 1%
Aid to area colleges	68,053	+ 2%
Student aid	23,832	− 2%
Total	**$ 404,610**	**+ 3%**
KANSAS		
U of Kansas	$ 133,804	− 2%
Kansas St U	86,009	+ 8%
Wichita St U	36,525	+ 6%
Pittsburg St U	16,308	+ 3%
Emporia St U	16,103	− 1%
Fort Hays St U	15,730	+ 4%
Kansas Tech Inst	3,136	+ 7%
Washburn U of Topeka	4,446	+ 8%
Community colleges	27,056	+ 6%
Student aid	5,293	+11%
Other appropriations*	6,325	n/c
Total	**$ 350,735**	**+ 4%**
KENTUCKY		
U of Kentucky	$ 192,377	+14%
U of Louisville	94,817	+12%
Eastern Kentucky U	38,895	+10%
Western Kentucky U	38,218	+12%
Murray St U	28,892	+10%
Morehead St U	23,506	+11%
Northern Kentucky U	19,832	+11%
Kentucky St U	13,050	+17%
Kentucky Higher Education Assistance Authority	8,575	n/c
Other appropriations	10,793	n/c
Total	**$ 468,955**	**+15%**
LOUISIANA		
Louisiana St U	$ 309,637	− 3%
Southern U	44,592	+ 4%
U of Southwestern La	34,824	− 4%
Louisiana Tech U	25,562	− 1%
Northeast Louisiana U	24,627	− 3%
Southeastern La U	17,800	− 2%
Northwestern St U of La	16,248	− 4%
Nicholls St U	16,077	− 4%
McNeese St U	17,652	− 1%
Grambling St U	16,412	+11%
Delgado CC	12,438	+ 3%
Student aid	1,388	n/c
Other appropriations	4,465	n/c
Total	**$ 541,722**	**− 3%**
MAINE		
U of Maine	$ 101,026	+39%
Maine Maritime Academy	4,028	+19%
Vocational education	16,302	+29%
Student aid	3,860	+61%
Total	**$ 125,216**	**+37%**
MARYLAND		
U of Maryland	$ 312,681	+22%
State colleges		
Towson	33,095	+13%
Morgan	24,361	+22%
Frostburg	14,387	+13%
Salisbury	12,027	+14%
U of Baltimore	11,745	+19%
Bowie	10,421	+18%
Coppin	9,631	+14%
St Mary's C of Maryland	6,270	+17%
Trustees	5,963	−13%
Community colleges	98,143	+ 6%
Aid to private colleges	16,675	+26%
Student aid	8,940	n/c
Other appropriations	5,636	n/c
Total	**$ 569,975**	**+17%**
MASSACHUSETTS		
U of Massachusetts	$ 251,154	+19%
U of Lowell	54,801	+36%
Southeastern Mass U	32,115	+26%
Salem St C	20,545	+17%
Bridgewater St C	19,513	+15%
Fitchburg St C	16,542	+17%
Worcester St C	13,177	+18%
Westfield St C	13,123	+14%
Framingham St C	13,012	+15%
Mass Maritime Academy	9,184	+18%
North Adams St C	8,925	+16%
MASSACHUSETTS—Continued		
Mass C of Art	$ 8,590	+11%
Community colleges	130,530	+20%
Student aid	75,300	+51%
Other appropriations	149,868	n/c
Total	**$ 816,379**	**+27%**
MICHIGAN		
U of Michigan	$ 252,224	+23%
Michigan St U	222,464	+22%
Wayne St U	152,553	+22%
Western Michigan U	69,276	+20%
Eastern Michigan U	52,307	+21%
Central Michigan U	45,175	+21%
Ferris St C	33,339	+20%
Michigan Tech U	33,124	+24%
Northern Michigan U	32,020	+19%
Oakland U	29,900	+20%
Grand Valley St C	20,346	+21%
Saginaw Valley St C	12,242	+40%
Lake Superior St C	8,543	+19%
Community colleges	186,722	+17%
Student aid	77,717	n/c
Other appropriations	507	n/c
Total	**$1,228,559**	**+22%**
MINNESOTA		
U of Minnesota	$ 364,522	+18%
State universities	118,180	+11%
Area voc-tech insts	135,140	+16%
Community colleges	58,599	+10%
Mayo Medical School	916	−24%
Student aid	62,729	+11%
Other appropriations	7,101	n/c
Total	**$ 747,187**	**+15%**
MISSISSIPPI		
U of Mississippi	$ 81,790	+ 2%
Mississippi St U	68,834	− 1%
U of Southern Mississippi	36,130	+ 1%
Jackson St U	14,765	−17%
Delta St U	9,156	−14%
Alcorn St U	6,579	−26%
Mississippi Valley State U	5,533	−26%
Mississippi U for Women	5,878	−31%
Vocational education	38,659	+ 1%
Community colleges	50,000	− 1%
Student aid	792	n/c
Other appropriations	9,237	n/c
Total	**$ 327,353**	**− 5%**
MISSOURI		
U of Missouri	$ 255,608	+28%
Southwest Missouri St U	37,770	+36%
Central Missouri St U	26,162	+23%
Southeast Missouri St U	25,196	+32%
Northeast Missouri St U	20,626	+37%
Northwest Missouri St U	14,934	+28%
Missouri Western St C	9,864	+21%
Missouri Southern St C	10,111	+32%
Lincoln U	8,338	+15%
Harris-Stowe C	4,213	+29%
Aid to public CC's	51,845	+20%
Student aid	8,644	+13%
Other appropriations	3,109	n/c
Total	**$ 476,420**	**+19%**
MONTANA		
U of Montana	$ 26,728	− 2%
Montana St U	40,511	− 4%
Eastern Montana C	10,441	− 3%
Northern Montana C	6,051	− 4%
Western Montana C	3,139	+ 6%
C of Mineral Science & Tech	7,984	−14%
Community colleges	3,102	− 4%
Student aid	4,418	0%
Other appropriations	793	n/c
Total	**$ 103,167**	**− 4%**
NEBRASKA		
U of Nebraska	$ 167,735	+ 2%
State colleges		
Kearney	11,585	+ 6%
Wayne	6,165	+ 1%
Chadron	5,874	+ 3%
Peru	3,231	− 1%
System office	228	+ 6%
Aid to tech CC's	22,447	− 3%
Coordinating commission	90	n/c
Total	**$ 217,355**	**+ 2%**
NEVADA		
U of Nevada	$ 75,306	+33%
Community colleges	18,924	+36%
Other appropriations	8,189	n/c
Total	**$ 102,419**	**+30%**
NEW HAMPSHIRE		
U of New Hampshire	$ 31,694	+25%
Plymouth St C	6,073	+35%
Keene St C	5,680	+30%
Sch for Lifelong Learning	553	+92%
NH Tech Inst	2,947	+56%
Voc-tech insts	7,009	+39%
Other appropriations	2,005	n/c
Total	**$ 55,961**	**+31%**

Note: Some totals may be inconsistent with itemized figures because of rounding.
n/c: Not comparable
*: Estimated
†: Total is preliminary, and figures for campuses are not available.

for 1986-87, with Changes over 2 Years

NEW JERSEY

	Appropriations 1986-87 (add 000)	2-year change
Rutgers U	$ 207,100	+20%
U of Medicine & Dentistry of NJ	125,431	+22%
NJ Inst of Tech	32,030	+42%
Montclair St C	29,341	+17%
William Paterson C	27,621	+18%
Trenton St C	26,161	+16%
Kean C of NJ	24,584	+15%
Glassboro St C	24,485	+20%
Jersey City St C	21,839	+14%
Stockton St C	13,716	+15%
Ramapo C of NJ	12,637	+17%
Thomas A Edison St C	2,356	+26%
Aid to county colleges	83,765	+21%
Aid to private colleges	18,127	+42%
Student aid	71,356	+10%
Other appropriations*	178,028	n/c
Total	**$ 898,577**	**+19%**

NEW MEXICO

	Appropriations 1986-87 (add 000)	2-year change
U of New Mexico	$ 106,223	+ 5%
New Mexico St U	66,599	− 3%
Eastern New Mexico U	19,753	− 4%
NM Inst of Mining & Tech	11,758	− 3%
NM Highlands U	9,629	− 2%
Western New Mexico U	6,767	+18%
Community colleges	6,362	+ 3%
Student aid	5,616	+32%
Other appropriations	845	n/c
Total	**$ 233,552**	**+ 2%**

NEW YORK

	Appropriations 1986-87 (add 000)	2-year change
State U of NY centers		
Stony Brook	$ 234,470	+19%
Buffalo	157,803	+ 7%
Albany	71,424	+ 4%
Binghamton	50,814	+ 8%
St U of NY med centers		
Downstate	122,802	+11%
Upstate	98,385	+ 9%
State U of NY colleges		
Buffalo	37,435	+ 3%
Brockport	28,167	− 7%
Oswego	27,781	0%
New Paltz	25,000	+ 2%
Oneonta	22,714	+ 1%
Cortland	22,346	+ 2%
Plattsburgh	21,819	+ 1%
Geneseo	20,169	− 1%
Potsdam	19,485	− 2%
Fredonia	20,185	+ 1%
Purchase	17,809	0%
Old Westbury	14,309	+ 2%
Statutory colleges		
Cornell U	87,869	+ 6%
Ceramics at Alfred U	5,598	+11%
Specialized colleges		
Environmental Science & Forestry	16,662	+ 8%
Empire State	12,998	+12%
Technology	10,644	+17%
Optometry	10,271	+18%
Maritime	7,865	+ 8%
Ag & tech colleges		
Farmingdale	26,684	+ 7%
Alfred	15,907	0%
Cobleskill	11,242	+ 2%
Morrisville	11,059	+ 3%
Delhi	10,747	+ 6%
Canton	9,160	+ 2%
University-wide programs	111,356	n/c
Aid to City U of NY	449,557	+ 7%
Aid to community colleges	275,530	+21%
Aid to private colleges	154,430	+17%
Student aid	451,183	n/c
Other appropriations	361,889	n/c
Less student fees and other income	−331,641	−21%
Total	**$2,720,779**	**+15%**

NORTH CAROLINA

	Appropriations 1986-87 (add 000)	2-year change
U of North Carolina		
Chapel Hill	$ 215,513	+21%
North Carolina St U	189,964	+23%
East Carolina U	92,606	+20%
Greensboro	42,361	+24%
Appalachian St U	39,679	+24%
Charlotte	39,542	+30%
NC A&T St U	28,718	+28%
Western Carolina U	28,339	+33%
NC Central U	22,970	+20%
Wilmington	23,011	+32%
Winston-Salem St U	13,002	+27%
Fayetteville St U	13,517	+40%
Asheville	11,067	+33%
Pembroke St U	10,696	+38%
Elizabeth City St U	9,397	+27%
NC Sch of the Arts	7,111	+33%
NC Memorial Hospital	24,937	+ 7%
Student aid	34,423	+19%
Other appropriations	17,706	+35%
CC's and tech insts	304,873	+19%
Veterans' aid	2,668	− 7%
Total	**$1,172,120**	**+22%**

OHIO

	Appropriations 1986-87 (add 000)	2-year change
Ohio St U	$ 265,727	+21%
U of Cincinnati	119,168	+18%
U of Akron	61,496	+20%
Ohio U	56,655	+28%
Kent St U	55,461	+16%
U of Toledo	51,865	+21%
Wright St U	51,647	+33%
Bowling Green St U	50,723	+18%
Cleveland St U	46,482	+21%
Miami U	43,840	+24%
Youngstown St U	36,038	+20%
Northeastern Ohio U's C of Medicine	22,138	+16%
Central St U	12,052	+38%
Northeastern Med C	11,320	+16%
Case Western Reserve U Medical and Dental Schs	6,319	0%
Community colleges	78,243	+31%
Technical colleges	72,620	+35%
University branches	40,463	+24%

OHIO—Continued

	Appropriations 1986-87 (add 000)	2-year change
Student aid	50,528	n/c
Other appropriations	75,425	n/c
Total	**$1,208,210**	**+25%**

OKLAHOMA

	Appropriations 1986-87 (add 000)	2-year change
U of Oklahoma	$ 107,677	+ 4%
Oklahoma St U	100,561	+ 4%
Central St U	20,985	+ 3%
Northeastern Okla St U	13,842	+ 6%
Southwestern Okla St U	11,262	+ 3%
Cameron U	9,503	+ 2%
Southeastern Okla St U	8,699	+ 3%
East Central U	8,632	+ 6%
Okla C of Osteo Medicine	6,193	+ 3%
Langston U	4,648	+ 6%
Northwestern Okla St U	3,892	+ 1%
Okla Panhandle St U	3,624	+ 3%
U of Science & Arts	3,488	+ 2%
Community colleges	64,823	+ 3%
Other appropriations	17,723	n/c
Total	**$ 385,552**	**+ 5%**

How the States Rank

	1986-87 appropriations (a)		2-year change			10-year change		
	Amount	Rank	not adjusted for inflation(b)	adjusted for inflation(c)	Rank	not adjusted for inflation(d)	adjusted for inflation(e)	Rank
Alabama	$ 556,894,000	20	+11%	+ 5%	33	+122%	+ 15%	31
Alaska	207,086,000	39	−11%	−16%	50	+219%	+ 66%	3
Arizona	480,076,000	23	+27%	+21%	4	+160%	+ 35%	12
Arkansas	273,182,000	33	+10%	+ 4%	35	+138%	+ 23%	23
California	4,562,651,000	1	+18%	+11%	19	+150%	+ 29%	18
Colorado	423,132,000	26	+10%	+ 4%	34	+105%	+ 6%	38
Connecticut	368,648,000	29	+22%	+15%	12	+153%	+ 31%	15
Delaware	96,797,000	47	+14%	+ 8%	27	+123%	+ 16%	30
Florida	1,277,704,000	5	+24%	+18%	8	+194%	+ 52%	6
Georgia	714,004,000	14	+17%	+11%	22	+169%	+ 39%	11
Hawaii	220,845,000	37	+18%	+12%	18	+126%	+ 17%	29
Idaho	126,030,000	40	+12%	+ 6%	28	+ 82%	− 6%	48
Illinois	1,390,614,000	4	+18%	+11%	20	+100%	+ 3%	41
Indiana	660,532,000	16	+20%	+14%	13	+109%	+ 8%	35
Iowa	404,610,000	27	+ 3%	− 2%	43	+ 92%	0%	44
Kansas	350,735,000	30	+ 4%	− 1%	42	+102%	+ 5%	39
Kentucky	468,955,000	25	+15%	+ 9%	26	+128%	+ 18%	28
Louisiana	541,722,000	21	− 3%	− 8%	46	+151%	+ 30%	17
Maine	125,216,000	41	+37%	+30%	1	+194%	+ 53%	4
Maryland	569,975,000	19	+17%	+11%	21	+133%	+ 21%	25
Massachusetts	816,379,000	12	+27%	+21%	5	+248%	+ 81%	1
Michigan	1,228,559,000	6	+22%	+16%	10	+107%	+ 7%	37
Minnesota	747,187,000	13	+15%	+ 9%	25	+130%	+ 19%	27
Mississippi	327,353,000	32	− 5%	−10%	48	+113%	+ 10%	34
Missouri	476,420,000	24	+19%	+13%	16	+101%	+ 4%	40
Montana	103,167,000	45	− 4%	− 9%	47	+116%	+ 12%	33
Nebraska	217,355,000	38	+ 2%	− 3%	45	+ 78%	− 8%	49
Nevada	102,419,000	46	+30%	+23%	3	+142%	+ 25%	22
New Hampshire	55,961,000	49	+31%	+24%	2	+145%	+ 27%	21
New Jersey	898,577,000	11	+19%	+13%	15	+227%	+ 70%	2
New Mexico	233,552,000	36	+ 2%	− 3%	44	+185%	+ 48%	8
New York	2,720,779,000	2	+15%	+ 9%	23	+117%	+ 13%	32
North Carolina	1,172,120,000	8	+22%	+16%	11	+187%	+ 49%	7
North Dakota	124,430,000	42	+11%	+ 5%	32	+155%	+ 32%	13
Ohio	1,208,210,000	7	+25%	+19%	7	+145%	+ 27%	20
Oklahoma	385,552,000	28	+ 5%	− 1%	41	+153%	+ 31%	14
Oregon	335,998,000	31	+19%	+13%	14	+ 90%	− 1%	45
Pennsylvania	1,108,982,000	9	+12%	+ 6%	30	+ 68%	− 13%	50
Rhode Island	117,149,000	43	+12%	+ 6%	29	+108%	+ 8%	36
South Carolina	520,248,000	22	+15%	+ 9%	24	+147%	+ 28%	19
South Dakota	73,223,000	48	+19%	+13%	17	+ 86%	− 4%	46
Tennessee	608,083,000	18	+23%	+16%	9	+169%	+ 40%	10
Texas	2,141,392,000	3	− 9%	−14%	49	+133%	+ 21%	24
Utah	257,249,000	34	+ 9%	+ 3%	37	+152%	+ 31%	16
Vermont	46,778,000	50	+12%	+ 6%	31	+132%	+ 21%	26
Virginia	901,452,000	10	+26%	+20%	6	+185%	+ 48%	9
Washington	609,937,000	17	+ 9%	+ 3%	38	+ 97%	+ 2%	42
West Virginia	241,087,000	35	+10%	+ 4%	36	+ 93%	0%	43
Wisconsin	666,525,000	15	+ 8%	+ 2%	39	+ 83%	− 5%	47
Wyoming	111,583,000	44	+ 7%	+ 2%	40	+194%	+ 53%	5
Total U. S.	**$ 32,377,114,000**		**+14%**	**+ 8%**		**+134%**	**+ 21%**	

Note: Percentages shown are rounded. Rankings are based on unrounded figures.

(a) Reported by Edward R. Hines of Illinois State University as state tax funds appropriated for operating expenses for higher education, for student aid, and for governing and coordinating boards. Amount of appropriations may be changed in some states because of increases or decreases in revenue. Not included are appropriations for capital outlays and money from sources other than state taxes, such as student fees. Included are appropriations for annual operating expenses even if appropriated to some other state agency for ultimate allocation to colleges and universities.

(b) Increase in appropriations for 1986-87 over 1984-85, as reported by Edward R. Hines.

(c) Two-year increase in appropriations adjusted for inflation of 5.5 per cent, as indicated by the Labor Department's Consumer Price Indexes for June, 1986, and June, 1984.

(d) Increase in appropriations for 1986-87 over 1976-77, as reported by Edward R. Hines.

(e) Ten-year increase in appropriations adjusted for inflation of 92.8 per cent, as indicated by the Labor Department's Consumer Price Indexes for June, 1986, and June, 1976.

OREGON

	Appropriations 1986-87 (add 000)	2-year change
Oregon St U	$ 83,099	+24%
U of Oregon	48,158	+22%
Oregon Health Sci U	55,913	+18%
Portland St U	33,395	+23%
Southern Oregon St C	11,125	+24%
Oregon Inst of Tech	9,647	+26%
Western Oregon St C	8,771	+15%
Eastern Oregon St C	6,465	+19%
Community colleges	59,571	+10%
Student aid	11,013	+16%
Other appropriations	8,841	n/c
Total	**$ 335,998**	**+19%**

PENNSYLVANIA

	Appropriations 1986-87 (add 000)	2-year change
Pennsylvania St U	$ 181,924	+12%
Temple U	110,283	+12%
U of Pittsburgh	100,324	+12%
Lincoln U	7,563	+13%
Indiana U of Pa	39,753	+13%
West Chester U of Pa	28,419	+13%
Bloomsburg U of Pa	21,275	+11%
Millersville U of Pa	21,178	+12%
Edinboro U of Pa	20,687	+16%
Slippery Rock U of Pa	20,175	+13%
Shippensburg U of Pa	19,324	+11%
Clarion U of Pa	19,286	+11%
Kutztown U of Pa	18,793	+12%
California U of Pa	17,153	+ 8%
East Stroudsburg U of Pa	15,820	+11%
Cheyney U of Pa	12,162	+ 8%
Mansfield U of Pa	12,002	+10%
Lock Haven U of Pa	11,709	+11%
Thaddeus Stevens St Sch of Tech	3,049	+ 3%
Private, state-aided insts	61,627	+18%
Community colleges*	77,500	+12%
Other appropriations	288,976	n/c
Total	**$1,108,982**	**+12%**

RHODE ISLAND

	Appropriations 1986-87 (add 000)	2-year change
U of Rhode Island	$ 58,294	+13%
Rhode Island C	26,472	+11%
CC of Rhode Island	21,046	+13%
Student aid	8,528	+ 9%
Other appropriations	2,809	n/c
Total	**$ 117,149**	**+12%**

SOUTH CAROLINA

	Appropriations 1986-87 (add 000)	2-year change
U of South Carolina	$ 143,877	+18%
Clemson U	96,125	+14%
Medical U of SC	94,267	+10%
South Carolina St C	17,388	− 1%
Winthrop C	16,443	+ 8%
C of Charleston	17,089	+10%
Citadel Military C of SC	12,306	+ 7%
Francis Marion C	9,497	+17%
Lander C	7,109	+17%
Commission on Higher Ed	3,252	n/c
Aid to private college students	15,815	+20%
Technical and comprehensive colleges	87,080	+24%
Total	**$ 520,248**	**+15%**

SOUTH DAKOTA

	Appropriations 1986-87 (add 000)	2-year change
U of South Dakota	$ 24,770	+12%
South Dakota St U	30,307	+14%
SD Sch of Mines & Tech	7,721	+ 6%
Northern St C	6,648	+12%
Black Hills St C	5,221	+13%
Dakota St C	4,125	+ 7%
Vocational education	5,826	+49%
Student aid	430	+20%
Other appropriations	5,615	n/c
Less estimated tuition	−17,440	n/c
Total	**$ 73,223**	**+19%**

TENNESSEE

	Appropriations 1986-87 (add 000)	2-year change
U of Tennessee	$ 245,071	+20%
St U System		
Memphis	64,657	+23%
East Tennessee	42,684	+19%
Middle Tennessee	35,234	+22%
Tennessee Tech U	28,803	+23%
Tennessee	22,696	+10%
Austin Peay	15,012	+22%
Administration	2,024	+24%
Community colleges	58,567	+14%
State tech insts	27,278	+19%
Area voc-tech schools	23,242	+19%
Student aid	11,253	+53%
Other appropriations	31,562	n/c
Total	**$ 608,083**	**+23%**

TEXAS

	Appropriations 1986-87 (add 000)	2-year change
Total †	**$2,141,392**	**− 9%**

UTAH

	Appropriations 1986-87 (add 000)	2-year change
U of Utah	$ 113,797	+ 9%
Utah St U	60,509	+13%
Weber St C	30,490	+ 8%
Utah Tech C Provo	11,331	+13%
Utah Tech C Salt Lake	13,146	+15%
Southern Utah St C	9,239	+11%
Snow C	5,251	+ 8%
Dixie C	5,465	+20%

Continued on Following Page

FACT-FILE—Continued

1986-87 State Appropriations for Higher Education

	Appropriations 1986-87 (add 000)	2-year change
UTAH—Continued		
C of Eastern Utah	4,687	+19%
Other appropriations	3,334	n/c
Total	**$ 257,249**	**+ 9%**
VERMONT		
U of Vermont	$ 24,731	+10%
State colleges	12,352	+14%
Student aid	9,600	+14%
Other appropriations	95	n/c
Total	**$ 46,778**	**+12%**
VIRGINIA		
Virginia Polytech Inst and St U	$ 144,838	+23%
Va Commonwealth U	150,840	+31%
U of Virginia	132,989	+22%
Old Dominion U	40,446	+19%
C of William and Mary	34,966	+22%
George Mason U	40,271	+29%
James Madison U	26,348	+31%
Norfolk St U	22,441	+25%
Radford U	18,200	+34%
Virginia St U	13,596	+ 2%
Longwood C	8,897	+27%
Mary Washington C	8,174	+17%
Virginia Military Inst	8,470	+35%
Christopher Newport C	7,566	+21%
Community colleges	148,403	+16%
Student aid	37,712	+24%
VIRGINIA—Continued		
Other appropriations	57,293	n/c
Total	**$ 901,452**	**+26%**
WASHINGTON		
U of Washington	$ 179,841	+ 6%
Washington St U	107,259	+ 8%
Western Washington U	30,667	+ 9%
Eastern Washington U	29,546	+ 7%
Central Washington U	25,295	+ 6%
Evergreen St C	13,769	+ 7%
Community colleges	205,580	+ 9%
Student aid	15,977	+29%
Other appropriations	2,023	n/c
Total	**$ 609,957**	**+ 9%**
WEST VIRGINIA		
West Virginia U	$ 107,661	+ 9%
Marshall U	30,393	+12%
Fairmont St C	9,147	+12%
W Va Inst of Tech	8,043	+11%
West Virginia St C	7,737	+10%
West Liberty St C	6,626	+ 7%
Shepherd C	6,140	+15%
Concord C	5,322	+ 8%
W Va C of Graduate Studies	4,643	+10%
Glenville St C	4,518	+ 8%
West Virginia Sch of Osteopathic Medicine	4,412	+ 7%
WEST VIRGINIA—Continued		
Bluefield St C	4,330	+11%
Community colleges	10,388	+ 9%
Student aid	4,310	+ 2%
Other appropriations	27,417	n/c
Total	**$ 241,087**	**+10%**
WISCONSIN		
U of Wisconsin System		
Madison	$ 216,142	+ 6%
Milwaukee	68,037	+10%
Oshkosh	26,072	+ 5%
Eau Claire	25,133	+ 4%
Stevens Point	21,306	+ 3%
Whitewater	21,259	+ 7%
La Crosse	19,850	+ 5%
Stout	18,894	+ 6%
River Falls	14,796	+ 6%
Platteville	14,159	+ 6%
Parkside	14,044	+14%
Green Bay	12,482	+ 7%
Superior	8,714	+11%
Two-year centers	18,010	+ 6%
Extension	33,963	+ 8%
Systemwide programs	16,651	+ 7%
Medical C of Wisconsin	5,501	−15%
Voc-tech adult education	80,842	+13%
Higher education aids board	30,670	+20%
Total	**$ 666,525**	**+ 8%**

Biennial Appropriations

	Appropriations 1985-87 (add 000)	2-year change
NORTH DAKOTA		
North Dakota St U	$ 91,112	+12%
U of North Dakota	90,076	+15%
ND St Sch of Science	18,504	+ 2%
Minot St C	13,016	+11%
Dickinson St C	9,368	+10%
Valley City St C	7,415	+ 9%
Mayville St C	6,388	+ 9%
Community colleges	9,497	+51%
Student aid	1,310	+15%
Other appropriations	2,173	n/c
Total	**$ 248,860**	**+11%**
WYOMING		
U of Wyoming	$ 150,387	+ 5%
Community colleges	65,958	+14%
Other appropriations	6,821	n/c
Total	**$ 223,166**	**+ 7%**

Note: Some totals may be inconsistent with itemized figures because of rounding.
n/c Not comparable
* Estimated
† Total is preliminary, and figures for campuses are not available.

'Chambers' Figures Widely Used, Often Misused

Continued from Page 1

called the staff of the Board of Regents "idiots" for underreporting the state's spending to the Illinois center.

Representatives of the regents blamed the disagreement on discrepancies in the ways various states account for spending on vocational education. Since South Dakota doesn't include its vocational programs in the pot of money it reserves for higher education, as do other states, they said, the state's higher-education budget always looks slimmer than it really is.

Proving Their Points

Says Gwen B. Pruyne, managing editor of the Illinois center's newsletter on state appropriations: "After working at this for 14 years, it's clear that people use the numbers to prove the point they want to make."

Edward R. Hines, director of the center, says there are three main reactions to the numbers:

► States that view themselves as leaders in higher education will always try to improve, regardless of their precise ranking. They will always attempt to demonstrate they are at or near the top.

► People who want to increase appropriations for higher education hope their state will receive a low ranking so they can better make their case.

► Officials who take a pragmatic view of [illegible]ng higher education express [illegible] that their rankings are not [illegible] say that, given the condition of the state, they can't expect to be doing too much better.

Higher-education officials disagree over the importance of the Chambers numbers in persuading legislators to boost spending.

Susan Weeks, director of planning, studies, and analysis for the Oregon State System of Higher Education, says her office prepares a report for legislators every year comparing the state's spending on higher education to that of other states. "We want legislators to have a context to understand our requests and how we compare to other states," she says, "and I think it has helped."

Brenda N. Albright, deputy executive director of the Tennessee Higher Education Commission, says reports to legislators comparing financial support for colleges in Tennessee and other states have been "an important factor" in increasing appropriations there.

Dwayne R. Rogers, vice-chancellor for administration at the Ohio Board of Regents, is more skeptical. "I'm not sure we've ever won a dollar over those rankings," he says. "You win dollars with your programs, when there's a match between your programs and the needs of the state."

But he acknowledges, "There is an expectation of wanting to know how Ohio is doing compared to other states. And we do not miss the opportunity to point out that our ranking has been historically low."

John T. Bragg, chairman of the Tennessee House Finance, Ways, and Means Committee, says legislators do follow state rankings. "We do look at those figures, and we're proud when we pass another state."

He adds, however, "Your resources always limit your ability to try to improve. I'm not sure people are willing to levy another tax to improve on one of those rankings."

Although they continue to use rankings to compare the states, most higher-education officials say rankings of appropriations on a per-capita or income basis—as were published in *The Chronicle* in recent years but have now been discontinued—have little or no validity. Those rankings, they say, fail to consider the numerous differences in states' financing of higher education and the needs of colleges and universities from state to state.

Comparability Not the Aim

Mr. Hines of Illinois State explains that the aim of the Chambers report has not been "comparability." Says Mr. Hines: "Our goals are timeliness and accuracy."

Financial analysts say the Chambers numbers do meet those goals. The report is released in October of the fiscal year it covers, and the center regularly updates and corrects its information. Most other reports on state appropriations and college budgets are not available for at least another six months.

The problems arise in the ways the rankings get used.

State-to-State Differences

D. Kent Halstead, a research economist at the U.S. Department of Education, calls the Chambers numbers "good, early descriptive data on what states are doing," but he adds, "Comparing state to state by using the per-capita rankings is absolutely meaningless and distorted. It's like comparing rainfall per capita."

Mr. Halstead, who also runs his own research organization—which makes such comparisons using additional information—says there are too many differences in the ways states support higher education for comparisons based on the Chambers numbers to be valid.

State higher-education officials cite a number of such differences:

Local support. The Chambers numbers include only appropriations from state tax revenue. In 30 states, local taxes help pay for community colleges, providing the bulk of the money in many states.

By excluding those contributions, says Jackie Johnson, a senior policy associate for the Washington Higher Education Coordinating Board, the Chambers numbers unfairly represent the condition of higher education in states with a history of local support for community colleges.

Ms. Johnson conducts an annual study of local support. For 1984-85, local support in California, New York, and Illinois amounted to more than 10 per cent of those states' appropriations under the Chambers numbers.

Including local tax support would change the order of some of the rankings. On appropriations from state taxes alone, Texas outspent New York by $8-million in 1984-85. But if local tax appropriations are added in, New York outspent Texas by $140-million.

Total local support nationwide for that year was $1.8-billion. Total state tax support, as calculated by Chambers, was $28.3-billion.

Tuition. In states that rely on high tuition rates to support higher education, the Chambers numbers "simply don't let you know how well colleges and universities are being funded," says Ohio's Mr. Rogers.

Historically, he says, Ohio has had high tuition rates, so comparisons between its appropriations and those of other states "really can't be done with much precision."

Says William H. Pickens, executive director of the California Postsecondary Education Commission: "Say two states increase their appropriations by the same percentage, but in one state, they also increased tuition 10 per cent. Rankings based on Chambers numbers would tell you the same thing happened in both states."

Last year in Texas, for example, the Chambers numbers showed a 3-per-cent decrease in state support from two years earlier. Lieut. Gov. William P. Hobby, a Democrat, protested in a letter to *The Chronicle* that the figure distorted the condition of the state's colleges. Because the Legislature increased tuition that year—for the first time since 1957—Mr. Hobby said it had actually increased support for the two-year period by 4.8 per cent.

Health and agricultural education. Many states include money for medical education, agricultural research, and other specialized areas with their appropriations for colleges and universities. Those funds, which generally do not affect the experiences of most students and faculty members, give the appearance that some institutions are better supported than they actually may be, says Mark D. Musick, director of state services and information for the Southern Regional Education Board.

Many of the public universities in Texas have medical schools, which are extremely expensive for the state to operate, attached to them, whereas very few universities in such states as Arkansas or Mississippi have such facilities, he says.

Enrollment patterns. California's Mr. Pickens says that even appropriations per student can be deceiving. He notes that a higher percentage of the students in higher education in his state attend community colleges, which are less expensive to finance than are research universities.

That enables California to serve more students with less tax money, he says, so comparisons involving California should be calculated on the basis of the number of students at each type of institution.

The Chambers numbers also do not reflect changes in enrollment, Mr. Pickens says. "If you've got a 20-per-cent increase in appropriations, you can't make any judgment on the state without knowing whether it's for enrollment increases, new programs, or what," he says.

Mr. Halstead maintains that states with higher percentages of students attending private colleges or out-of-state institutions make it even more difficult to compare states using the Chambers numbers. The funds for higher education in such states are serving a smaller percentage of the states' students than the funds in other states.

State classification systems. Some states place certain expenses—such as fringe benefits for faculty members and vocational-education programs—in their totals for the Chambers system while others place those expenses in other budget accounts, says Mr. Hines. Fringe benefits are sometimes included in a pool for all state employees, and vocational education is frequently counted as part of appropriations for secondary education, he adds.

Mr. Hines says his center tries to establish uniform guidelines for state finance officers to use in sending him information on their states, but those two areas have been particularly difficult to resolve. As a consequence, some states include those appropriations and others do not.

Although many state officials are aware of the limitations of the Chambers figures, few expect the misuse of the numbers to stop.

"They are a currency of sorts with political leaders," says the S.R.E.B.'s Mr. Musick. "It's sort of like the S.A.T. scores. They have value, but they are used in ways for which they aren't designed or intended."

State Funds for Higher Education Top $32-Billion in 1986-87, Up 14 Pct. in 2 Years

Continued from Page 1

accomplish objectives that can be measured and are related to larger state purposes," he said.

Missouri, New Jersey, Ohio, and Tennessee are among those moving in that direction, Mr. Hines said. The new programs can have a variety of objectives: economic development, job training and retraining, teacher education, increasing the enrollment of minority-group students, and improving the undergraduate curriculum. In addition, several states are providing "incentive funding" for gains in quality and productivity, he said.

'May Well Be Bellwether'

While the amounts allocated to special programs are small compared to total spending, they do represent a significant share of the "new money," or money beyond the base-line budget, that is available to campuses, according to Mr. Hines.

"These programs signal a new dimension in higher-education financing which may well be the bellwether for future state support," he said.

Another important feature of this year's report is the large increases in some states for student aid, he added. In California, Georgia, Illinois, and Massachusetts, for example, the percentage gain in student aid was larger than that for the total.

Since 1985-86, appropriations have risen by $1.7-billion, or 6 per cent. Over the last decade, they have risen by $18.5-billion, or 134 per cent.

Adjusted for inflation, the nationwide two-year increase was 8 per cent and the 10-year gain was 21 per cent.

California led the states this year with appropriations of $4.5-billion, followed by New York with $2.7-billion and Texas with $2.1-billion. Six additional states topped $1-billion: Florida, Illinois, Michigan, North Carolina, Ohio, and Pennsylvania.

The figures indicate a continuing economic recovery for states in the Northeast, with most of them reporting gains above the national average, and continuing weaknesses in the oil states and in some farm states.

Capital Expenditures Excluded

Mr. Hines cautioned that the figures are not absolutely comparable because of differences in state budgeting and reporting practices.

The purpose of the report is to present a "reasonably complete and timely" overview of state tax appropriations, he said.

The figures are published as soon as they are available in *Grapevine*, the center's monthly newsletter.

The appropriations cover state tax funds for college operating costs, for student aid, and for state coordinating or governing boards. They exclude capital expenditures and omit all other sources of money, such as federal and local aid, tuition and fees, charitable contributions, and revenue from auxiliary enterprises.

The figures include money allocated to other state agencies that ultimately goes to colleges and universities, such as appropriations for medical education that are made through state health agencies.

More States Revise Figures

Increasingly, Mr. Hines said, states are making revisions in their initial appropriations. Fiscal conditions are generally tighter in the states, and legislators and governors are monitoring spending commitments more closely, he said. In this year's report, for example, the figure for Texas, which shows a 9-per-cent decline over two years, is preliminary.

Earlier this month Texas legislators reduced aid to higher education and state budget officials have not yet completed a new set of appropriations figures that reflect that action. The updated report will appear in a future issue of *The Chronicle*.

"There's no question that we're in a situation of declining support," said Kenneth H. Ashworth, commissioner of the Coordinating Board of the Texas College and University System.

He said that even with the addition of tuition revenue, which in Texas goes into the general fund and is appropriated to the institutions, he expects a falling off.

"The momentum has seriously slowed," he said.

Ronald W. Sparks, vice-chancellor for finance at the University of Nevada system, said an economic turnabout had accounted for the state's 30-per-cent gain in the current biennium.

"There was more money, and we got a larger share of it," he said, noting that the percentage of general-fund revenues going to higher education had increased from 18 per cent to 20 per cent. "Unlike so many other states, our system is a growing one," he said. "Our enrollments are increasing."

"In New Hampshire, revenues have gone up and remained steady," said Edward R. Smith, vice-chancellor for financial affairs at the University System of New Hampshire. The economy is on a upswing, he said: The population is growing, more businesses are opening, and last winter's good ski season produced considerable tax revenue. People are increasingly realizing that strong support for education can promote economic growth, he said. "Governor Sununu, who was a professor at Tufts University, is very higher-education-oriented," he added.

Full Report in January

While New Hampshire's appropriations over all have increased 31 per cent in the last two years and the university system's have grown by about 23 per cent, Mr. Smith noted that the state was near the bottom in total dollars. This year its $56-million in state support places it 49th, just above Vermont.

The complete report, *State Tax Funds for Operating Expenses of Higher Education 1986-1987*, will be available in January. It will include detailed state tables containing current figures and, because about half of the states made appropriations changes last year, revised figures for 1985-86. The report will also include an analysis of financing trends over time and by region. It will be published by the National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Washington 20036. It is free for association members and $3.50 for others.

New Editors Continue the Work of a Pioneer in Education

NORMAL, ILL.

The motto of *Grapevine*, the monthly report on state appropriations for higher education, is "Timely data circulated while current."

To Edward R. Hines and Gwen B. Pruyne, the two people who put out the report, living up to that standard is a point of pride.

"The numbers have some limitations, but we're first out of the chute," says Mr. Hines, who is the director of the Illinois State University Center for Higher Education and the editor of *Grapevine*, which has 1,000 subscribers.

For the last six months he and Ms. Pruyne, the newsletter's managing editor, have been working with a network of budget officials in the 50 states to provide the first comprehensive overview of the state tax appropriations for higher education this academic year.

"It's very much a combined effort," says Mr. Hines. Ms. Pruyne does many of the nuts-and-bolts tasks, such as reviewing the figures to make sure they're as comparable as possible with those from earlier years and calculating percentage changes, while Mr. Hines analyzes this year's financing trends. They share the job of working with their state correspondents to make sure the figures are as accurate and timely as possible.

The pace here has been hectic, especially since Labor Day.

"After the figures are in I heave a huge sigh of relief," says Ms. Pruyne.

But the work doesn't end there.

Once the full report is out, the phone starts ringing. "Part of my job is to explain to people what we do and what we don't do, and to give them some direction about how to find what they're looking for," explains Ms. Pruyne.

'An Enriching Experience'

Both of them love their work.

"I don't feel like this is a job," says Ms. Pruyne. "It's an enriching experience for me, and I'm glad to come to work in the morning."

"I could do it 24 hours a day," says Mr. Hines.

The two are continuing the work of M. M. Chambers, a professor of education at the university who founded *Grapevine* in 1958 and edited it until his death at age 87 last November. Mr. Chambers's pioneering work is widely recognized by researchers and state officials.

Ms. Pruyne, who has worked on *Grapevine* since 1973, says the job has given her "graduate-level training" in education finance. "Dr. Chambers was my personal tutor," she says.

Filling Chambers's Shoes

Mr. Hines, who began working with Mr. Chambers in 1981, says he finds editing *Grapevine* a bit daunting.

"It's a huge pair of shoes to fill, and that's one of the reasons why I did not try to replicate *Grapevine* in Dr. Chambers's image, but go in related but different directions."

His goals are to make technical revisions in the figures, which states are increasingly adjusting after the initial appropriation; to work more closely with state higher-education financial officers to improve the report's usefulness; to publish short essays by finance experts; and to improve the presentation of the data.

With the death of Mr. Chambers, higher education lost one of its most "unabashedly optimistic" supporters, Mr. Hines says. "He totally believed in the theory of investing in higher education for the good of all society."

That spirit was reflected in every issue of *Grapevine*.

A typical example of what Ms. Pruyne calls "that optimistic voice booming through the gloom" appeared in a column in the January 1985 issue under the headline "Selected Upbeat Observations."

Wrote Mr. Chambers: "The persistently predicted nose-dive in higher education enrollments has not occurred; nor has any calamitous or catastrophic nationwide cut-back of financial support appeared either in tax support from governmental units or in private philanthropic giving.

"It is not to be doubted that depressive and unstable economic conditions, including erratic inflation and unemployment, have brought much uncertainty, some of which currently continues; but some bright spots in the gloom are discernible."

JERRY LEBENSTEIN, ILLINOIS STATE UNIVERSITY

Edward Hines and Gwen Pruyne edit the "Grapevine," a monthly report founded in 1958 by M. M. Chambers.

"Some say that *Grapevine* had too much homespun philosophy and that it should have been a more scholarly report," Ms. Pruyne says. "But that was the flavor of it."

She said that, sometimes, she thought that Mr. Chambers was a bit too upbeat. She recalls that during the recession of the mid-1970's, it was widely feared that deep cutbacks would cripple higher education: "Dr. Chambers said, 'No, the public is not going to let that happen.' "

"And as it turned out, he was really right." —JEAN EVANGELAUF

Va. Governor Seeks College Drug Policy

RICHMOND

Virginia Gov. Gerald L. Baliles, a Democrat, has asked the State Council of Higher Education to develop a model policy for colleges to use in preventing the use of illegal drugs.

He also asked the presidents of all of the state's public colleges and universities to meet and adopt a uniform policy on drugs, based on the council's recommendations, by the end of next month.

Governor Baliles announced his requests at a forum on drug abuse at Central Virginia Community College. "Law enforcement alone won't solve the problem; neither will education and rehabilitation programs. A comprehensive response will be the only effective one," he said.

Federal Appropriations for Higher Education for Fiscal 1987

	Fiscal 1986 budget	Fiscal 1987 budget
Department of Education		
Student assistance		
Pell Grants	$3,570,262,000	$3,900,000,000
Supplemental Grants	394,762,000	412,500,000
College Work-Study	567,023,000	592,500,000
State Student Incentive Grants	72,732,000	76,000,000
National Direct Student Loans	208,626,000	215,000,000
Guaranteed Student Loans	3,259,975,000	3,004,000,000
Graduate support		
Graduate and professional opportunities	11,245,000	11,750,000
Public-service fellowships	2,393,000	2,500,000
National graduate fellowships	2,393,000	3,400,000
Institutional assistance		
International education	30,671,000	32,050,000
Cooperative education	13,781,000	14,400,000
Veterans Cost of Instruction	2,871,000	3,000,000
Interest subsidies for facilities	22,490,000	23,000,000
Facilities construction grants	9,570,000	0
Facilities loans and insurance	17,891,000	19,205,000
Law School Clinical Experience	1,435,000	1,500,000
Aid to disadvantaged		
Developing institutions	135,136,000	146,208,000
College-aid migrant programs	1,148,000	1,200,000
Minority Institutions Science Improvement	4,785,000	5,000,000
Programs for disadvantaged students	168,786,000	176,370,000
Legal Training for the Disadvantaged	1,435,000	1,500,000
Bilingual education		
Training grants	32,121,000	33,564,000
Bilingual vocational training	3,527,000	3,686,000
Library resources		
Research libraries	5,742,000	6,000,000
Training and demonstration	957,000	1,000,000
Education for the handicapped		
Postsecondary programs	5,264,000	5,900,000
Research and development	16,080,000	18,000,000
Personnel development	61,154,000	67,730,000
Rehabilitation training	25,838,000	29,550,000
National Institute of Handicapped Research	41,983,000	48,500,000
Education research and statistics	56,999,000	63,578,000
Fund for the Improvement of Postsecondary Education	12,163,000	13,700,000
Office for Civil Rights	42,704,000	43,000,000
Women's educational equity	5,741,000	3,500,000
Science and math education	43,057,000	80,000,000
Vocational education	813,113,000	882,157,000
Adult education	97,579,000	105,981,000
Arts and Humanities		
National Endowment for the Arts	158,538,000	165,810,000
National Endowment for the Humanities	134,582,000	138,490,000
Institute of Museum Services	20,474,000	21,250,000
National Archives and Records Administration	97,004,000	100,321,000
Department of Agriculture		
Cooperative state research service	276,146,000	300,573,000
Extension service	328,009,000	332,172,000
Department of Defense		
Basic research	960,400,000	920,514,000
Department of Energy		
General science	655,928,000	708,400,000
Department of Health and Human Services		
National Institutes of Health		
Library of Medicine	56,273,000	61,838,000
International Center	10,993,000	11,420,000
Institute on Aging		
Research grants	103,341,000	127,641,000
Education and training	5,270,000	7,163,000
Institute of Child Health & Human Development		
Research grants	223,817,000	269,608,000
Education and training	13,303,000	14,449,000
Research resources		
Research grants	276,724,000	307,454,000
Education and training	1,029,000	1,234,000
Cancer Institute		
Research grants	707,657,000	825,637,000
Education and training	29,512,000	31,728,000
Institute of General Medical Sciences		
Research grants	422,382,000	490,552,000
Education and training	55,239,000	64,446,000
Institute of Environmental Health		
Research grants	71,105,000	81,697,000
Education and training	8,136,000	9,003,000
Heart, Lung, and Blood Institute		
Research grants	626,419,000	712,197,000
Education and training	38,477,000	39,029,000
Institute of Dental Research		
Research grants	63,618,000	76,002,000
Education and training	4,366,000	4,877,000
Inst. of Diabetes & Digestive & Kidney Diseases		
Research grants	341,594,000	406,386,000
Education and training	19,714,000	21,084,000
Institute of Allergy and Infectious Diseases		
Research grants	248,225,000	330,759,000
Education and training	10,770,000	10,125,000
Inst. of Neurological & Communicative Disorders		
Research grants	325,105,000	391,735,000
Education and training	12,587,000	13,952,000
Eye Institute		
Research grants	151,029,000	176,942,000
Education and training	5,007,000	5,669,000
Arthritis Institute		
Research grants	94,022,000	118,340,000
Education and training	5,867,000	6,433,000
Center for Nursing Research	11,197,000	19,000,000
Total N.I.H.	5,270,852,000	6,180,660,000
Alcohol, Drug Abuse, & Mental Health Admin.		
Research	320,053,000	381,481,000
Education and training	39,237,000	38,750,000
Health-professions education and training	186,722,000	205,710,000
National Science Foundation		
Science and engineering education	53,161,000	99,000,000
Research	1,294,060,000	1,406,150,000
Total N.S.F.	1,458,329,000	1,622,850,000
Environmental Protection Agency		
Research and development	213,793,000	202,500,000
Miscellaneous		
Peace Corps	124,410,000	130,000,000
Equal Employment Opportunity Commission	157,905,000	165,000,000
Postal subsidies for non-profit organizations	715,836,000	650,000,000
U.S. Information Service educational and cultural exchanges	134,458,000	145,000,000
Veterans' readjustment benefits	877,569,000	741,150,000

In Federal Agencies

Data collection. The following agencies have submitted lists of their data-collection requests to the office of Management and Budget for review: Department of Education (*Federal Register*, October 22, Page 37,473), National Foundation on the Arts and Humanities (*Federal Register*, October 21, Page 37,355), Veterans Administration (*Federal Register*, October 22, Page 37,537).

Records schedules. The National Archives and Records Administration has published a list of federal agencies and their requests for establishing permanent records of agency activities. The list also includes current records that are no longer considered useful and are scheduled for disposal. The public has until December 22 to comment (*Federal Register*, October 21, Pages 37,354-5).

Student aid. The Department of Education has proposed regulations to amend standards for determining which higher-education institutions may be attended by recipients of federal student aid. The public has until December 22 to comment (*Federal Register*, October 21, Pages 37,366-67).

Student aid. The Department of Education has announced selection criteria for participation in the "Institutional Quality Control Pilot Project." The purpose of the project is to establish procedures that can be used at individual institutions to reduce problems and errors in the distribution of federal student aid. A deadline of November 17 has been set for institutions to apply to participate in the program; the public has until that same date to comment on the proposed criteria (*Federal Register*, October 17, Pages 37,136-7).

Student aid. The Department of Education has proposed changes that would amend current rules for distributing student aid. The changes would exempt institutions that have established specific evaluation procedures for administering Pell Grants, National Direct Student Loans, Supplemental Educational Opportunity Grants, and Guaranteed Student Loans from complying with certain procedures for verifying information supplied by student-aid applicants in academic 1986-87 and 1987-88. The public has until November 17 to comment (*Federal Register*, October 17, Pages 37,132-3).

Research. The National Institutes of Health have announced that certain research committees authorized under the Health Research Extension Act of 1985 have been re-established (*Federal Register*, October 16, Pages 36,661-2).

Federal Grants

ENVIRONMENTAL PROTECTION AGENCY

University of Kansas. To study forest-threatening dry nitrogen particles suspended in the wind: $374,000.

NATIONAL SCIENCE FOUNDATION

California State University at Fullerton. For research on the impact of the hand-held calculator on elementary-school mathematics curricula: $812,541.

University of Georgia. To design a new approach to geometry and measurement: $543,799.

Kent State University. For research on mathematics curricula: $525,553.

New York University. For research on elementary-school mathematics curricula: $793,649.

OFFICE OF NAVAL RESEARCH

University of Tulsa. For research in the department of psychology on "development and evaluation of a methodology for composing effective naval teams": $320,000.

Washington People

Howard A. Schneiderman, senior vice-president for research and development at the Monsanto Corporation (St. Louis), has been nominated by President Reagan to be a member of the National Science Board.

Sheila Burke Tate, senior vice-president of Burson-Marsteller in Washington, has been nominated by President Reagan to be a member of the board of directors of the Corporation for Public Broadcasting.

Colleges Get $110-Million for Projects Not Subject to Competitive Review

WASHINGTON

The omnibus fiscal 1987 spending measure passed by Congress and signed by President Reagan includes more than $110-million in special projects for individual universities.

About $98-million of that is to come from the Department of Energy. None of the projects to be supported—most of which involve the construction of campus buildings—have been subject to competitive reviews. Such awards have been controversial, with proponents contending that Congress uses them to help institutional "have-nots" and opponents saying that they have led to "pork-barrel science."

The 12 universities that will receive Energy Department money and the amounts they will get are:

The University of Alabama at Birmingham, $12.3-million; Arizona State University, $5-million; Atlanta University, $7.5-million; Brown University, $5-million; Columbia University, $4-million; Florida State University, $11.4-million; Indiana University, $3.8-million; Iowa State University, $6-million; University of Medicine and Dentistry of New Jersey, $3-million; University of Oregon, $22.9-million; Oregon Graduate Center, $1.2-million; University of South Carolina, $16.3-million.

Congress also told the Environmental Protection Agency to give Tufts University $2.5-million and the Department of Education to award $1-million to the Johns Hopkins University, and $2.9-million to Alabama at Birmingham.

Congress also told the Agriculture Department to give about $65.9-million to about two dozen universities for special projects that have not gone through merit reviews or competitions. However, the awards do not stir up the kind of controversy that other special stipends have. Congress has long given Agriculture Department money to the group of institutions that make up the nation's land-grant system.

Congress seldom explains such awards in great detail. Colleges are sometimes referred to in the measure, for example, only by their initials. That means there are almost certainly other academic beneficiaries tucked away in the spending bill that nobody has found yet.

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